

**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**SOCIOLOGY**  
**PAPER 4**  
**HIGHER TIER**

**1990/4**

**Specimen Paper 2003**

Additional materials:  
Answer booklet

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number on the answer booklet.
- Write your answers on the answer booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Write the question number against each question you write.
- Answer the question in **Section A**.
- Answer the question in **Section B**.
- Answer **one** question from **Section C**.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
7	
8	
<b>TOTAL</b>	

Answer ALL of Question One in Section A. Answer ALL of Question Two in Section B.  
Answer ONE question from Section C.

## SECTION A - EDUCATION

### Introduction

Education helps people in many different ways. Learning may be interesting and enjoyable. It can lead to the development of new interests or hobbies. People also gain important knowledge and skills. These help them to live as adults in society and to get jobs.

The following **four** sources present evidence about education and social inequality.

### SOURCE A

#### Going to school

'I worked hard because my parents said school was important. My mother and father believed that a good school could help us to get better jobs. They wanted us to escape from poverty. Education also taught us how to behave properly. This was almost as important as qualifications to be successful in interviews and to get promotion. When I did well at school I felt good.'

*Adapted from an interview with a young person living in poverty in England in 2000.*

### SOURCE B

#### Qualifications and earnings

The Average Weekly Earnings of Full-time Employees in Great Britain in 1994 and 1999

	<b>1994</b>	<b>1994</b>	<b>1999</b>	<b>1999</b>
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
<b>Above GCE A-level</b>	£464	£350	£510	£375
<b>GCE A-level</b>	£317	£225	£359	£245
<b>GCSE</b>	£309	£210	£335	£225
<b>No Qualification</b>	£249	£181	£279	£201

*Adapted from Government Statistics on Employment published in the United Kingdom in 2000.*

## SOURCE C

### Breaking through the glass ceiling

Women may finally be getting to the top! More and more women are getting managerial jobs. This is true in business, industry, education and other sectors of the economy. Women seem to have better qualifications than in the past and the skills needed to manage people. It won't be long before equality with men is reached. Maybe earnings will be the same too!

*Adapted from a newspaper article published in September 1999.*

## SOURCE D

### Gender and examination results in a secondary school

**QUESTION 12:** What makes girls get better examination results in this school?

**ANSWER:** 'I think that they work harder than boys. In my experience girls do their homework and are more organised. Teachers therefore give more attention to the girls because they are more interested.'

*An extract from a questionnaire completed by a female student for a GCSE Sociology research project in 1992.*

- 1 (a) From the evidence in **Source A**, give **two** reasons why school was important to this family. [2]
- (b) **Source B** is based upon evidence gathered from official statistics. Using examples, explain **three** reasons why the evidence in **Source B** may not be reliable or accurate. [6]
- (c) To what extent does the evidence in **Source B** support the evidence in **Source C**? Explain your answer. [6]
- (d) How useful is **Source D** as evidence of the experience of **all** students in **all** schools? [6]
- (e) 'Girls are achieving higher examination results than boys in school.' Describe and explain the methods and evidence sociologists could use to test this claim. [10]

## SECTION B - WORK AND EMPLOYMENT

- 2 Continuing technological change is taking place in society. These changes have had a significant impact on work.
- (a) Identify and describe **three** technological changes that have affected work. [6]
- (b) Using examples, explain how employers can increase job satisfaction for employees. [9]
- (c) 'Technological changes cause problems at work.'  
Evaluate this claim. [10]

## SECTION C

Altogether there are **SIX** questions in this section. Choose **ONE** question from all six.

### THE MASS MEDIA

- 3 The mass media have developed considerably in the last ten years. This has had important effects on people's lives.
- (a) Identify and describe **three** ways in which the mass media have developed in the last ten years. [6]
- (b) Using examples, explain how the mass media contribute to socialisation. [9]
- (c) 'The mass media have a powerful influence on audiences.'  
Evaluate this claim. [10]
- 4 Some sociologists argue that the mass media are biased in favour of the more powerful groups in society. They claim that the mass media also present stereotypes.
- (a) Identify and describe **three** groups that influence the content of the mass media. [6]
- (b) Using examples, explain how the mass media present stereotypes. [9]
- (c) 'The mass media are biased in favour of the more powerful groups in society.'  
Evaluate this claim. [10]

### POVERTY

- 5 Sociologists cannot agree on how to define or measure poverty. It is clear, however, that some groups in society experience more poverty than others.
- (a) Identify and describe **three** ways of defining poverty. [6]
- (b) Using examples, explain why women are more likely to experience poverty than men. [9]
- (c) 'The main cause of poverty is cultural deprivation.'  
Evaluate this claim. [10]

- 6 There is a strong link between how poverty is explained and the ways in which governments try to reduce poverty.
- (a) Identify and describe **three** groups who are more likely to experience poverty. [6]
- (b) Using examples, explain how governments attempt to reduce poverty. [9]
- (c) 'People in poverty experience social exclusion.'  
Evaluate this claim. [10]

### CONTEMPORARY SOCIAL CHANGES

- 7 The number of elderly people is growing in many societies. Soon there will be many more elderly people in the population of most countries. This will put enormous strain on resources in society.
- (a) Identify and describe **three** reasons why the number of elderly people is growing in many societies. [6]
- (b) Using examples, explain how the increased number of old people may affect society. [9]
- (c) 'Old people have an equal place in society.'  
Evaluate this claim. [10]
- 8 Many new technologies are changing very fast. This affects our lives in many different ways.
- (a) Identify and describe **three** ways in which technology is changing. [6]
- (b) Using examples, explain how leisure may be affected by new technology. [9]
- (c) 'New technology improves people's lives.'  
Evaluate this claim. [10]

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MARK SCHEME

**Specimen Paper 2003**

## SECTION A - EDUCATION

- 1(a) From the evidence in Source A, give two reasons why school was important to this family. [2]

**Target: Assessment Objective 2 (2 marks).**

*Two from:*

- To get better jobs
- To escape from poverty
- Teach you to behave properly
- To get a sense of satisfaction and feel good
- Other reasonable response.

**AO2/Level 1:** One reason identified. [1]

**AO2/Level 2:** Two reasons identified. [2]

- 1(b) Source B is based upon secondary evidence gathered from official statistics. Using examples, explain three reasons why the evidence in Source B may not be reliable or accurate. [6]

**Targets: Assessment Objectives 1 (3 marks) and 2 (3marks).**

Official statistics are statistical evidence and information collected and/or published by government or other accredited organisation/body. Secondary evidence is background material gathered by other people for other purposes but which is relevant to a sociological investigation.

*Three from:*

- May contain simple errors or mistakes in compilation
- May contain bias in collection of evidence e.g. researcher; subject
- May contain recording error
- May contain bias in analysis and interpretation
- May contain editorial or presentational bias
- Gathered for other purposes not relevant
- Other reasonable response.



<b>AO1/Level 1:</b>	Candidate reveals a basic or partial understanding of the method/evidence and explains with some lack of clarity.	<b>[1]</b>
<b>AO1/Level 2:</b>	Candidate reveals a sound understanding of the method/evidence.	<b>[2]</b>
<b>AO1/Level 3:</b>	Candidate reveals a good understanding of the method/evidence.	<b>[3]</b>
<b>AO2/Level 1:</b>	Candidate clearly identifies one reason why this type of evidence may not be reliable or accurate and relates this to the evidence in the source.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate clearly identifies two reasons why this type of evidence may not be reliable or accurate and relates this to the evidence in the Source.	<b>[2]</b>
<b>AO2/Level 3:</b>	Candidate clearly identifies three reasons why this type of evidence may not be reliable or accurate and relates these to the evidence in the Source.	<b>[3]</b>

**1(c) To what extent does the evidence in Source B support the evidence in Source C? Explain your answer.** **[6]**

**Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).**

There are two main areas of discussion/issues:

- The strengths and weaknesses of the type of evidence and methods represented in each source and their effects on drawing conclusions; e.g. 'It is a newspaper report that may be biased or exaggerated to sell a story. There is not enough reliable evidence in Source C to really tell if it supports or not.'
- The links between the information/arguments in each source; e.g. 'Source B shows that women are still earning less than men. This does not support the conclusion of Source C that women are becoming more equal.'

The candidate may identify the following links/issues in evaluating the support of Source B for Source C:

- The pay differential in Source B and the statements about pay in Source C
- The increase in pay related to qualifications is the same for both sexes in Source B and the statements in Source C about equality
- The lack of evidence in either source to support statements about women getting top managerial jobs
- The lack of evidence in either source to support statements about women getting better qualifications
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals a basic or partial understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship.	<b>[1]</b>
<b>AO1/Level 2:</b>	Candidate reveals a sound understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship.	<b>[2]</b>
<b>AO1/Level 3:</b>	Candidate reveals a good understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship.	<b>[3]</b>
<b>AO2/Level 1:</b>	Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate evaluates two links/issues with some explanation for a conclusion about the degree of support.	<b>[2]</b>
<b>AO2/Level 3:</b>	Candidate evaluates two links/issues with clear explanation for a conclusion about degree of support.	<b>[3]</b>

**1(d) How useful is Source D as evidence of the experience of all students in all schools? [6]**

**Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).**

There are three main areas of discussion/issues:

- Sample size - one female subject in a comprehensive school
- Nature of the evidence – a questionnaire response
- Source of the evidence - extract from a GCSE research report dated 1996.

The candidate may identify the following areas of discussion/issues in evaluating the usefulness of the Source for generalising to all students in schools:

- Sample
- Nature of evidence
- Source of evidence
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals a basic understanding of the method/sampling/source.	<b>[1]</b>
<b>AO1/Level 2:</b>	Candidate reveals a sound understanding of the method/sampling/source.	<b>[2]</b>
<b>AO1/Level 3:</b>	Candidate reveals a good understanding of the method/sampling/source.	<b>[3]</b>
<b>AO2/Level 1:</b>	Candidate evaluates one area with explanation.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate clearly evaluates two areas with explanation.	<b>[2]</b>
<b>AO2/Level 3:</b>	Candidate clearly evaluates three areas with explanation.	<b>[3]</b>

**1(e) 'Girls are achieving higher examination results than boys in school.'**

**Describe and explain the methods and evidence sociologists could use to test this claim.** **[10]**

**Target: Assessment Objectives 1 (5 marks) and 2 (5 marks).**

Candidates may identify the following:

Aspects of social life:

- Education and schooling
- Gender differences in schools
- Differential educational achievement, patterns and explanations
- Other reasonable response.

Possible methods:

- Interviews
- Questionnaires
- Observation
- Participant observation
- Experiments
- Case studies
- Other suitable response.

Possible types of evidence:

- Official and other statistics
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other suitable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding of area of social life and limited methods/sources of evidence.	<b>[1]</b>
<b>AO1/Level 2:</b>	Candidate reveals sound knowledge and understanding of area of social life and several methods/sources of evidence.	<b>[2-3]</b>
<b>AO1/Level 3:</b>	Candidate reveals good knowledge and understanding of area of social life and a range of methods and sources of evidence, primary and secondary.	<b>[4-5]</b>
<b>AO2/Level 1:</b>	Candidate makes a clear connection between the selection of methods and sources of evidence and the aim of the investigation but there is little reasoned explanation.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation.	<b>[2-3]</b>
<b>AO2/Level 3:</b>	Candidate fully explains and justifies the selection of methods and sources of evidence in relation to the aim of the investigation.	<b>[4-5]</b>

**[Total mark for Question 1: 30]**

## SECTION B - WORK AND EMPLOYMENT

**2 Continuing technological change is taking place in society. These changes have had a significant impact on work.**

**2(a) Identify and describe three technological changes that have affected work. [6]**

**Target: Assessment Objective 1 (6 marks).**

*Three from:*

- Mechanisation
- Automation
- Computerisation and developments in ICT
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO2/Level 1:** Type identified. [1]

**AO2/Level 2:** Type identified with suitable clear description given. [2]

**2(b) Using examples, explain how employers can increase job satisfaction for employees. [9]**

**Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects of the process:

- Increase pay
- Improve physical conditions e.g. more light; open plan offices
- Offer incentives e.g. bonuses, subsidised meals, holiday etc
- Attempt to create a sense of community and belonging so that they feel valued by senior management
- Abolish the rigid division of labour so employees see a task through from start to finish
- Share ownership and/or profit sharing schemes
- Increase democracy within the workplace by involving workers in the decision-making process
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear arguments.	<b>[2]</b>

**2(c) ‘Technological changes cause problems at work.’ Evaluate this claim. [10]**

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Deskillling
- Alienation, monotony and frustration – reduces job satisfaction
- Increased possibility of redundancies – stress
- Big changes to conditions at work
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- New technology creates re-skilling opportunities
- New employment opportunities created by increase in this sector of employment
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. **[1-2]**
- AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. **[3-4]**
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. **[5-6]**
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. **[1]**
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. **[2]**
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. **[3]**
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. **[4]**

**[Total mark for Question 2: 25]**

## SECTION C - THE MASS MEDIA

**3 The mass media have developed considerably in the last ten years. This has had important effects on people's lives.**

**3(a) Identify and describe three ways in which the media have developed in the last ten years.** [6]

**Target: Assessment Objective 1 (6 marks).**

*Three from:*

- Growth of the internet
- Digital revolution e.g. TV, Radio
- Satellite
- Cable
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

**3(b) Using examples, explain how the mass media contribute to socialisation.** [9]

**Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects of the process:

- Content
- Role models
- Influence values and attitudes
- Portrayal of stereotypes
- Shape behaviour
- Other reasonable response.



<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear arguments.	<b>[2]</b>

**3(c) ‘The mass media have a powerful influence on audiences.’ Evaluate this claim. [10]**

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Increasing concentration of ownership (powerful)
- Hypodermic syringe model (controlling influence)
- Examples: links between media and violence in society; effect of newspaper campaigns in General election
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Individual needs are gratified by the media (e.g. Uses/Gratifications model)
- The expansion of audience controlled media: digital TV; internet technology
- Pluralist arguments: it’s the audience who have the power and control
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. **[1-2]**
- AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. **[3-4]**
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. **[5-6]**
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. **[1]**
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. **[2]**
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. **[3]**
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. **[4]**

**[Total mark for Question 3: 25]**

4 Some sociologists argue that the content of the mass media is biased in favour of the more powerful groups in society. They claim that the mass media also present stereotypes.

4(a) Identify and describe three groups that influence the content of the mass media. [6]

**Target:** Assessment Objective 1 (6 marks).

*Three from:*

- Content creators
- Editors
- Owners
- Advertisers
- The government
- Audience
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

4(b) Using examples, explain how the mass media present stereotypes. [9]

**Target:** Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Selectivity
- Repetition of images
- Exaggeration
- Distortion
- Bias
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear arguments.	<b>[2]</b>

**4(c) 'The mass media are biased in favour of the more powerful groups in society.'**  
**Evaluate this claim.** **[10]**

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- The media all reflect white, middle class, pro-establishment views; not a variety of opinions
- Effects of ownership on editorial policy
- The government have some control of media content
- Establishment influence on guidelines and content
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Technical and editorial control arguments
- Increase in audience controlled media e.g. Digital T.V. and internet communication
- Pluralist viewpoint – the existence of a multitude of media for the audience to choose from
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. **[1-2]**
- AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. **[3-4]**
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. **[5-6]**
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. **[1]**
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. **[2]**
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. **[3]**
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. **[4]**

**[Total mark for Question 4: 25]**

## SECTION C - POVERTY

**5 Sociologists cannot agree on how to define or measure poverty. It is clear, however, that some groups in society experience more poverty than others.**

**5(a) Identify and describe three ways of defining poverty. [6]**

**Target: Assessment Objective 1 (6 marks).**

*Three from:*

- The deprivation index
- Income support as a measure of poverty
- Half average income
- Absolute, relative
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

**5(b) Using examples, explain why women are more likely to experience poverty than men. [9]**

**Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects of the process:

- Women are more likely to head single parent families
- Women outlive men (therefore, more likely to be pensioners)
- Women are more likely to be low paid
- Women are concentrated in the part-time; flexible labour market
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear arguments.	<b>[2]</b>

**5(c) ‘The main cause of poverty is cultural deprivation.’ Evaluate this claim. [10]**

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Cultural deprivation theory
- Impact on education
- Job opportunities
- Effects of values and attitudes
- Other reasonable arguments.

Arguments and evidence against the statement:

- Structural explanation of poverty
- The cycle of deprivation and poverty trap
- Life cycle issues
- Comparison of different groups and incidence of poverty
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. **[1-2]**
- AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. **[3-4]**
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. **[5-6]**
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. **[1]**
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. **[2]**
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. **[3]**
- AO1/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. **[4]**

**[Total mark for Question 5: 25]**



**6 There is a strong link between how poverty is explained and the ways in which governments try to solve poverty.**

**6(a) Identify and describe three groups who are more likely to experience poverty. [6]**

**Target: Assessment Objective 1 (6 marks).**

*Three from:*

- Lone-parent families
- Unemployed
- low paid
- Elderly people
- Sick and disabled people
- Ethnic minorities
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

**6(b) Using examples, explain how governments attempt to reduce poverty. [9]**

**Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects of the process:

- Offering benefits to those in need (e.g. pensions; unemployment benefits). May make reference to universal and/or selective benefits
- Introduction of a minimum wage
- Encouragement to work schemes – e.g. ‘welfare to work’; help with childcare
- Introducing training and re-training skills to make the unemployed more employable
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear arguments.	<b>[2]</b>

6(c) 'People in poverty experience social exclusion.' Evaluate this claim.

[10]

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- The problems of falling into a poverty trap
- The problem of debt
- The relationship between poverty and ill-health
- The experiences of living in a poor neighbourhood
- The transmission of poverty between generations (as linked to low educational achievement)
- Little access to leisure and normal social relationships
- Powerlessness
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- State support
- Community support
- Criticisms of 'cycle of poverty' e.g. ignores the reason why some families start off poor
- Arguments that locate cause of poverty within the poor themselves rather than impact of poverty itself
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. [5-6]

- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [2]
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [3]
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

**[Total mark for Question 6: 25]**

## SECTION C - CONTEMPORARY SOCIAL CHANGES

7 The number of elderly people is growing in many societies. Soon there will be many more elderly people in the population of most countries. This will put enormous strain on resources in society.

7(a) Identify and describe three reasons why the number of elderly people is growing in many societies. [6]

**Target:** Assessment Objective 1 (6 marks).

*Three from:*

- Fall in infant and child deaths and related explanations e.g. immunisation programmes and fewer deaths due to disease; less absolute poverty
- People living longer and related explanations e.g. better health care for the elderly
- Decreased birth rate and related explanations e.g. growth of welfare state and pensions; economic prosperity; improvements in contraception
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

7(b) Using examples, explain how the increased number of old people may affect society. [9]

**Target:** Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

Positive Effects:

- Access to experience and wisdom of elderly
- Support for families e.g. childcare
- Skills and experience available for business and industry
- Other reasonable response.

Negative Effects:

- Need for more facilities for the care of the elderly
- Fewer people of working age to support the economy
- Decreased revenue and taxes to support government expenditure
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear points and arguments.	<b>[2]</b>

7(c) 'Old people have an equal place in society.' Evaluate this claim.

[10]

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Legislation to protect the rights of the elderly
- Equal opportunities legislation
- Differences in the position of the elderly are less significant than those for other social groups e.g. women and ethnic minorities
- Access to benefits and care enable them to play full part in society
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Images of the elderly in the media are often negative
- Incomes of the elderly and pensions are lower than many other social groups
- Influence of pressure groups campaigning for the elderly e.g. higher esteem for women
- Changing role, power and status of family members e.g. less status and power for elderly within the family
- Privileges of the elderly e.g. concessions; more leisure time
- Other reasonable arguments.

**AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. [5-6]

- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inappropriately; meaning is usually clear but lack of clarity and ambiguity are often apparent. [1]
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [2]
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [3]
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

**[Total mark for Question 7: 25]**



**8 Many new technologies are changing very fast. This affects our lives in many different ways.**

**8(a) Identify and describe three ways in which technology is changing. [6]**

**Target: Assessment Objective 1 (6 marks).**

*Three from:*

- Communications and the media
- Work
- Economic and occupational structure
- Travel and tourism
- Health and life expectancy
- Other reasonable response.

Two marks available for **each** type identified and described, awarded according to the levels below:

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

**8(b) Using examples, explain how leisure may be affected by new technology. [9]**

**Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects of the process:

- Rise of mass media
- Globalisation and travel opportunities
- More communication opportunities e.g. internet
- Satellite and cable TV
- More leisure time
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues.	<b>[1-2]</b>
<b>AO1/Level 2:</b>	Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues.	<b>[3-5]</b>
<b>AO1/Level 3:</b>	Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and links between structures, processes and issues.	<b>[6-7]</b>
<b>AO2/Level 1:</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate uses a range of information and evidence to construct and support clear points and arguments.	<b>[2]</b>

**8(c) 'New technology improves people's lives.' Evaluate this claim. [10]**

**Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Improved access to information
- New job opportunities
- Wider consumer choice and new opportunities
- More productivity and potentially wealth to distribute
- Improved medical care
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Lives become more complex and stressful
- Control and accountability may be greater
- Environmental problems and use of scarce resources
- Potential for greater inequality
- Rapid change may be difficult to manage and cope with
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding; some explanation of two or more aspects of the issue supported by limited evidence and information. **[1-2]**
- AO1/Level 2:** Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. **[3-4]**
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. **[5-6]**
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. **[1]**
- AO2/Level 2:** Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. **[2]**
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. **[3]**
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. **[4]**

**[Total mark for Question 8: 25]**

**[Total mark: 80]**

