

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

SOCIOLOGY
PAPER 3
HIGHER TIER

1990/3

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 answer 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	
TOTAL	

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

SECTION A – POWER AND CITIZENSHIP

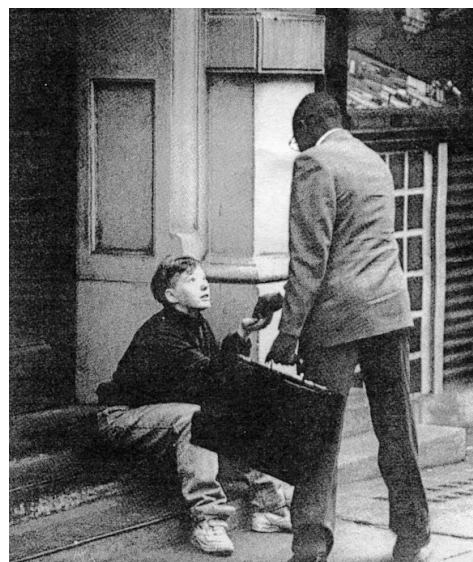
Introduction

Some groups of people do not have much power, for example the homeless or unemployed. As a result they may have many disadvantages in society. Sometimes the pressure groups are organised to fight for their interests and to improve their opportunities.

The following **four** Sources present evidence about homeless people and pressure groups that try to improve their lives.

SOURCE A

Sleeping Rough



Begging

Adapted from 'Wherever I Lay My Hat, Young Women and Homelessness', published by Shelter in 1991.

SOURCE B

Getting results! Pressure Groups and the Homeless

The aim of the study was to work out how pressure groups tried to get help from the Government. I was keen to help the homeless so I became a member of a pressure group working to improve housing.

I began to take part in many of the pressure group's activities. This included writing to MPs (Members of Parliament), demonstrations and protest marches. We tried to get publicity in the media. These methods worked very well in changing public opinion and Government policy.

Adapted from a participant observation study of pressure groups in 2000.

SOURCE C

Do we live in a democracy?

It's impossible for many people and groups to be heard. They don't know how to get their issues and problems onto the agenda. The gap between powerful and ordinary people is too wide. Pressure groups and protest movements make a lot of noise but not much happens.

An opinion given by a member of the public on a television programme in 1999.

SOURCE D

Saturday 11th November 1991

I just wish I could do something about the situation. Without a home I can't get a job. Without a job I can't get a home. It's hopeless.

An extract from a diary completed by a homeless female in 1996 reported in a newspaper.

- 1 (a) From the evidence in **Source A**, give **two** problems of being homeless. [2]
- (b) **Source B** is evidence gathered from participant observation.
Identify and 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** homeless people? [6]
- (e) 'Pressure groups can influence the Government and change things.'
Describe and explain the methods and evidence sociologists could use to test this claim. [10]

SECTION B – FAMILY AND IDENTITY

- 2 Patterns of family life and marriage are changing. There are many different family structures in Britain today. However families still provide relationships for adults and care for children.
- (a) Identify and describe **three** types of family structure. [6]
- (b) Using examples, explain how boys and girls are socialised differently within families. [9]
- (c) 'Family relationships today are still unequal.'
Evaluate this claim. [10]

SECTION C

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

CRIME, DEVIANCE AND SOCIAL CONTROL

- 3 Deviant behaviour occurs in all societies. However different types of behaviour are labelled as deviant or criminal in different societies.
- (a) Identify and describe **three** examples of deviant behaviour. [6]
- (b) Using examples, explain how some behaviour may become labelled as deviant. [9]
- (c) 'Criminal behaviour is caused by the way people are socialised.'
Evaluate this claim. [10]
- 4 Social control in society helps to prevent crime and deviance. However, a certain amount of crime and deviance still takes place.
- (a) Identify and describe **three** agencies of social control. [6]
- (b) Using examples, explain how schools contribute to social control. [9]
- (c) 'Prisons are the most effective form of social control.'
Evaluate this claim. [10]

PROTEST AND SOCIAL MOVEMENTS

- 5 Social movements sometimes develop because some people feel powerless and excluded from society.
- (a) Identify and describe **three** social movements. [6]
- (b) Using examples, explain how social movements develop. [9]
- (c) 'Social movements show that we live in a democracy.'
Evaluate this claim. [10]

- 6 In a democratic society people are allowed to protest against the government. There are many different forms of protest.
- (a) Identify and describe **three** forms of protest. [6]
- (b) Using examples, explain why some groups of people use protest against the government. [9]
- (c) 'Direct action is the most effective form of protest.'
Evaluate this claim. [10]

RELIGION

- 7 Some sociologists say that religion is becoming less important in society. However this does not explain the growth of religious movements.
- (a) Identify and describe **three** different religious movements. [6]
- (b) Using examples, explain why people join religious movements. [9]
- (c) 'Religion is becoming less important in society.'
Evaluate this claim. [10]
- 8 Religion is an important influence on society. However religion and religious experience are difficult to define and measure.
- (a) Identify and describe **three** ways of measuring the level of religion in society. [6]
- (b) Using examples, explain how religion can influence society. [9]
- (c) 'Decline in church attendance tells us nothing about religious experience.'
Evaluate this claim. [10]

Oxford Cambridge and RSA Examinations

General Certificate of Secondary Education

SOCIOLOGY
PAPER 3
HIGHER TIER

1990/3

MARK SCHEME

Specimen Paper 2003

SECTION A – POWER AND CITIZENSHIP

1(a) From the evidence in Source A, give two problems of being homeless. [2]

Target: Assessment Objective 2 (2 marks).

Two from:

- No shelter
- Nowhere to sleep
- Exposure to the weather
- Difficult to get a job and income
- Personal security
- Other reasonable response.

AO1/Level 1: 1 reason identified. [1]

AO1/Level 2: 2 reasons identified. [2]

1(b) Source B is evidence gathered from participant observation. Identify and explain three reasons why the evidence in Source B may not be reliable or accurate. [6]

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

Participant observation is watching and recording people's behaviour whilst taking part in their activities.

Two from:

- 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
- The presence of the observer may change the behaviour of the subjects
- The subject may not be representative
- Other reasonable response.

AO1/Level 1: Candidate reveals a basic or partial understanding of the method /evidence and explains with some lack of clarity. [1]

AO1/Level 2: Candidate reveals a sound understanding of the method/evidence. [2]

AO1/Level 3: Candidate reveals a good understanding of the method/evidence. [3]

AO2/Level 1: 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. [1]

AO2/Level 2: 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. [2]

AO2/Level 3: 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. [3]

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. 'Media material and public opinion may be biased or exaggerated to get attention. 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 pressure groups can influence governments. This does not support the view of Source C that small groups and ordinary people are powerless.'

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.

- AO1/Level 1:** 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. [1]
- AO1/Level 2:** 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. [2]
- AO1/Level 3:** 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. [3]
- AO2/Level 1:** Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support. [1]
- AO2/Level 2:** Candidate evaluates two links/issues with some explanation for a conclusion about the degree of support. [2]
- AO2/Level 3:** Candidate evaluates two links/issues with clear explanation for a conclusion about degree of support. [3]

1(d) How useful is Source D as evidence of the experience of all homeless people? [6]

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

There are three main areas of discussion/issues:

- Sample size - one teenage female subject
- Nature of the evidence – a personal diary
- Source of the evidence - extract from a newspaper 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 Centres:

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

- AO1/Level 1:** Candidate reveals a basic understanding of the method/sampling/Source. [1]
- AO1/Level 2:** Candidate reveals a good understanding of the method/sampling/Source. [2]
- AO1/Level 3:** Candidate reveals a clear and full understanding of the method/sampling/Source. [3]

AO2/Level 1: Candidate evaluates one area with explanation. [1]

AO2/Level 2: Candidate clearly evaluates two areas with explanation. [2]

AO2/Level 3: Candidate clearly evaluates three areas with explanation. [3]

1(e) 'Pressure groups can influence the Government and change things.' 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:

- The nature of pressure groups
- Homelessness
- Methods of political action
- 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.

- AO1/Level 1:** Candidate reveals basic knowledge and understanding of area of social life and limited methods/Sources of evidence. [1]
- AO1/Level 2:** Candidate reveals good knowledge and understanding of area of social life and several methods/Sources of evidence. [2-3]
- AO1/Level 3:** Candidate reveals full knowledge and understanding of area of social life and a range of methods and Sources of evidence, primary and secondary. [4-5]
- AO2/Level 1:** 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. [1]
- AO2/Level 2:** Candidate explains the selection of methods and Sources of evidence in relation to the aim of the investigation. [2-3]
- AO2/Level 3:** Candidate fully explains and justifies the selection of methods and Sources of evidence in relation to the aim of the investigation. [4-5]

[Total mark for Question 1: 30]

SECTION B – FAMILY AND IDENTITY

2 Patterns of family life and marriage are changing. There are many different family structures in Britain today. However families still provide relationships for adults and care for children.

2(a) Identify and describe three types of family structure. [6]

Target: Assessment Objective 1 (6 Marks).

Three from:

- Nuclear
- Extended
- Monogamous
- Polygamous
- Single parent
- Reconstituted
- 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. [2]

2(b) Using examples, explain how boys and girls are socialised differently within families. [9]

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

Candidate may explain the following aspects of the process:

- Role models of parents, siblings and other family members
- Differentiated actions of parents e.g. channelling; degrees of touch; types of discipline
- Use of language
- Influence of the media e.g. books; TV
- Stereotyping of toys, dress, play, sport and other activities and materials
- Other reasonable response.

- AO1/Level 1:** 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. [1-2]
- AO1/Level 2:** 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. [3-5]
- AO1/Level 3:** 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. [6-7]
- AO2/Level 1:** Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity [1]
- AO2/Level 2:** Candidate uses a range of information and evidence to construct and support clear arguments. [2]

2(c) ‘Family relationships today are still unequal.’ 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:

- Different roles, power and status of husbands and wives e.g. housework; decision-making
- Different roles, power and status of parents and children e.g. work and income; distribution of family resources
- Different status of elderly members of the family
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Theories about the growth of the symmetrical family e.g. equal roles within and outside the family; child-centred
- Influence of the women’s movement and feminism e.g. higher esteem for women
- Changing role, power and status of family members e.g. more status and power for women in law
- 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 are presented with some lack of clarity and inaccuracy; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inappropriately; meaning is usually clear but some 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 are 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 2: 25]

SECTION C - CRIME AND DEVIANCE

3 Deviant behaviour occurs in all societies. However different types of behaviour are labelled as deviant or criminal in different societies.

3(a) Identify and describe three types of deviant behaviour. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Deviant beliefs and attitudes
- Deviant norms
- Deviant values
- Deviant behaviour
- Crime
- 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. [2]

3 (b) Using examples, explain how some behaviour may become labelled as deviant. [9]

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

The candidate may explain the following aspects of the process:

- Role of powerful groups
- Role of the mass media
- Role of value systems and norms
- Role of opinion leaders
- Other reasonable response.

AO1/Level 1: 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. [1-2]

AO1/Level 2: 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. [3-5]

AO1/Level 3: 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. [6-7]

AO2/Level 1: Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. [1]

AO2/Level 2: Candidate uses a range of information and evidence to construct and support clear arguments. [2]

3(c) 'Criminal behaviour is caused by the way people are socialised.' 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 importance of family background and home environment
- Transmitting of criminal values between generations.
- The influence of parents and schools in instilling societal values.
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- The influence of the peer group and the development of a subculture.
- Opportunity Structure
- The effects of labelling and stereotyping in causing criminal behaviour.
- 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 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 Social control in society helps to prevent crime and deviance. However a certain amount of crime and deviance still takes place.

4(a) Identify and describe three agencies of social control. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Family
- Schools
- Peer group
- Media
- Religious organisations
- Work
- 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. [2]

4(b) Using examples, explain how schools contribute to social control. [9]

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

Candidate may explain the following aspects of the process:

- Provision of role models
- Socialisation process
- Through rewards and punishments
- Teaching and direct training
- Hidden curriculum
- Other reasonable response.

- AO1/Level 1:** 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. [1-2]
- AO1/Level 2:** 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. [3-5]
- AO1/Level 3:** 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. [6-7]
- AO2/Level 1:** Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. [1]
- AO2/Level 2:** Candidate uses a range of information and evidence to construct and support clear arguments. [2]

4(c) 'Prisons are the most effective form of social control.' 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:

- Act as a deterrent
- Confines criminals: keeps them off the street
- Matching crime with a punishment
- Rehabilitation whilst in prisons and stops them re-offending.

Arguments and evidence **against** the statement:

- High rate of re-offending
- The problems associated with being later labelled as a criminal
- Many prisoners graduate from minor to more major crimes
- Informal agencies are more important in establishing boundaries for acceptable behaviour – prison should be seen as a last resort.

- 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; one or more aspects of the issue are identified; 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; two or more aspects of the issue are identified but with little discussion; 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; the argument is evaluated in a balanced way; two or more aspects of the issue are discussed; 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; three or more aspects of the issue are discussed; 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 - PROTEST AND SOCIAL MOVEMENTS

5 Social movements sometimes develop because some people feel powerless and excluded from society.

5(a) Identify and describe three social movements. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Environmental
- Women's
- Human rights
- Religious movements
- Civil rights
- 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. [2]

5(b) Using examples, explain how social movements develop. [9]

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

Candidate may explain the following aspects of the process:

- Factors which have led to the development of social movements include:
 - (i) Disillusionment with the choice of ideologies offered by traditional political parties
 - (ii) The growth of a new middle class
 - (iii) Disillusionment with the ability of the state to distribute welfare
- Being ideologically distinct: a move away from old class-based movements
- Embracing social difference and diversity
- Responding to contemporary issues, such as risk, pollution etc
- Use of the media through protest
- Publicity campaigns
- Other reasonable response.

- AO1/Level 1:** 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. [1-2]
- AO1/Level 2:** 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. [3-5]
- AO1/Level 3:** 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. [6-7]
- AO2/Level 1:** Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. [1]
- AO2/Level 2:** Candidate uses a range of information and evidence to construct and support clear arguments. [2]

5(c) 'Social movements show that we live in a democracy.' 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:

- Democratic societies allow for protest and criticism from a wide range of opinion and issues
- Anyone is free to associate themselves with the alternative ideologies and lifestyles associated with SMs
- The beliefs and causes promoted by some SMs have led to wider societal changes and shifts in attitude. E.g. the influence of Feminism
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Not all groups are equal in terms of access to political power; some groups in society have more resources than others
- Social Movements have tended to remain on the periphery of social concern, often trivialised and ridiculed by the media and by politicians
- When Social Movements develop into protest groups, they can come into conflict with authorities that may damage their cause
- 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 5: 25]

6 In a democratic society people are allowed to protest against the government. There are many different forms of protest.

6(a) Identify and describe three forms of protest. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Protest Marches
- Demonstrations
- Direct action/protest E.g. Animal welfare protesters blockading roads where lorries are transporting animals; eco-warriors digging themselves into tunnels.
- Promoting alternative lifestyles. E.g. New Age travellers
- Petitions
- Writing to MPs
- Publicity stunts
- Riots and illegal demonstrations (e.g. 'reclaim the streets' campaign) which alert the media
- 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. [2]

6(b) Using examples, explain why some groups of people use protest against the government. [9]

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

Candidate may explain the following aspects of the process:

- Response to disadvantage
- Social exclusion
- Feeling of powerlessness
- To get faster action
- To get support from others
- Other reasonable response.

- AO1/Level 1:** 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. [1-2]
- AO1/Level 2:** 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. [3-5]
- AO1/Level 3:** 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. [6-7]
- AO2/Level 1:** Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. [1]
- AO2/Level 2:** Candidate uses a range of information and evidence to construct and support clear arguments. [2]

6(c) 'Direct action is the most effective form of action.' 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:

- More likely to get media coverage
- It is more difficult for the authorities to ignore the cause
- It demonstrates passion and commitment for their beliefs
- It is sometimes seen as the only alternative left
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- It may backfire – public/media support may be withdrawn
- As illegal may lead to police action e.g. key organisers/leaders may be arrested
- Seen as illegitimate and alienate potential supporters
- May have health and safety risks
- 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 - RELIGION

7 Some sociologists say that religion is becoming less important in society. However this does not explain the growth of religious movements.

7(a) Identify and describe three different religious movements. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Jesus Army
- Hare Krishna
- Bahai
- Mormons
- Children of God
- Charismatic
- 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. [2]

7(b) Using examples, explain why people join religious movements. [9]

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

Candidate may explain the following aspects of the process:

- Coercion; brain-washing
- Provide answers to people who are feeling isolated or anomic
- A way of making a contribution to or changing society
- A way for young people to reject the authority of their parents; a statement of independence
- The offer of a different kind of spirituality
- The offer of self-development opportunities
- A sense of stability in a changing world
- Conversion experience
- Other reasonable response.

- AO1/Level 1:** 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. **[1-2]**
- AO1/Level 2:** 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. **[3-5]**
- AO1/Level 3:** 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. **[6-7]**
- AO2/Level 1:** Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. **[1]**
- AO2/Level 2:** Candidate uses a range of information and evidence to construct and support clear arguments. **[2]**

7(c) 'Religion is becoming less important 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:

- Evidence pointing to secularisation occurring: e.g. church attendance statistics; loss of influence in the wider society; plurality of religions has weakened power and influence; science replacing religious belief
- Separation of church and state
- Influence of materialist views
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- There is no agreement about what constitutes the level of 'religiosity' in a community, so how can it be measured?
- The complexity and meaning of the development of sects and new religious movements
- Religion may be changing rather than declining
- Increased religious diversity
- 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 7: 25]

8 'Religion' is an important influence on society. However religion and religious experience are difficult to define and measure.

8(a) Identify and describe three ways of measuring the level of religion in society. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Church attendance statistics
- The relationship between the State and the Church
- The use of religious principles in guiding issues of morality
- The role of the Church e.g. In providing welfare
- Self report studies of religious experience
- 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. [2]

8(b) Using examples, explain how religion can influence society. [9]

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

Candidate may explain the following aspects:

- Shape values, attitudes, norms and behaviour
- Contribute to the political process
- Exert social control
- Act as a catalyst for social change
- Support individuals
- Provide a sense of meaning and purpose
- Other reasonable response.

AO1/Level 1: 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. [1-2]

AO1/Level 2: 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. [3-5]

AO1/Level 3: 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. [6-7]

AO2/Level 1: Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. [1]

AO2/Level 2: Candidate uses a range of information and evidence to construct and support clear arguments. [2]

8(c) 'Decline in church attendance tells us nothing about religious experience.'
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 which support the view that religious experience may take many different and changing forms in addition to church attendance and that the latter does not reflect religiosity:

- The growth of New Religious Movements, sects and cults
- The continuing strength/growth of other Christianity and other world religions in society and the world
- The rise in evangelism
- The importance
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Decline in church attendance reflects decline in religious experience and religion in general
- Decline in general belief in God (overtaken by belief in Science/materialism?)
- The separation of Church and Government as a sign of secularisation
- 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]

