

GCSE

Sociology

General Certificate of Secondary Education **1990/02**

Paper 2 (Foundation Tier)

Mark Scheme for June 2010

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SECTION A – EDUCATION

- 1 From the evidence in Source A, which ethnic group has the highest percentage of:

Target: Assessment Objective 2 (2 marks).

- (a) (i) students planning to go to university? [1]
 • Indian.
- (ii) parents who attended university? [1]
 • White British.

AO2/Level 1: One finding correctly identified [1]
 AO2/Level 2: Two findings correctly identified. [2]

- (b) Source B is based upon evidence gathered from *an unstructured interview*.

Using two examples, explain what is meant by an *unstructured interview*.

Target: Assessment objectives 1 (4 marks) and 2 (2 marks).

Answers may include some of the following:

An interview is a method of research involving a conversation on a certain subject, with the recording of the responses. Unstructured interviews are ones that have as little interview interference as possible, without set questions. There are several types of interview. For examples they may mention unstructured or structured or semi structured.

AO1/Level 1: Candidate reveals a limited understanding of the method and explains with some lack of clarity. *Typically answers will offer a list of examples with no core meaning evident.* [1]

AO1/Level 2: Candidate reveals a basic understanding and describes the method. *Typically answers will offer a definition that is not clear or no examples.* [2–3]

AO1/Level 3: Candidate reveals a good understanding and clearly describes the method. *Typically answers will give a clear definition with examples.* [4]

AO2/Level 1: Candidate uses one example to support explanation. [1]

AO2/Level 2: Candidate uses two examples to support explanation. [2]

- (c) Using examples, explain two reasons why the evidence in Source B might not be accurate. [6]

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

The evidence from unstructured interviews in this particular case might not be accurate because:

- Interviewer effect eg student may feel intimidated by the teacher to “say the right thing”

- May contain bias in collection of evidence eg teacher wanting to prove a certain point
- May contain recording error eg as unstructured, hard to take precise notes
- Reliability issues eg what did Paul mean by being black being part of it?
- May contain editorial or presentational bias eg may be presented to governors
- Out of date; timing specific eg ethnic minorities may be treated differently in 2010
- May be rushed as at break
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited or partial understanding of the method/ evidence and explains with some lack of clarity. *Typically answers will be based on common sense or lack of any core understanding of the method/ evidence.* [1]

AO1/Level 2: Candidate reveals a basic understanding of the method/evidence. *Typically answers will show some knowledge of the method/evidence but will lack clarity.* [2]

AO1/Level 3: Candidate reveals a good understanding of the method/evidence. *Typically answers will be based on sociological knowledge.* [3]

AO2/Level 1: Candidate **partially** identifies **one or two** reasons why this type of evidence may not be accurate but it is not clearly explained or related to the source. [1]

AO2/Level 2: Candidate **clearly** identifies **one** reason why this type of evidence may not be accurate and relates this to the evidence in the Source. [2]

AO2/Level 3: Candidate **clearly** identifies **two** reasons why this type of evidence may not be reliable accurate and relates these to the evidence in the Source. [3]

(d) How useful is Source C as evidence of the experience of all students in the UK? [6]

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

It is highly unlikely that any credit can be given to answers that state that this source is useful as this is a question about generaliseability and representativeness.

The main areas of discussion/issues:

- sample size – Only one class so cannot represent all students of all ages
- sample location – Liverpool, a city in the north. Other cities/towns or rural areas students may have a different experience
- sample size – one observation, this could be affected by the time of day, or other outer factors, that may change the results if they were done again, so the results do not even represent the class necessarily
- the observation only looked at one subject – the History teacher may treat ethnic minorities differently to other teachers in that school, or any other
- Sample type – From a comprehensive school, experiences may differ in independent/ faith schools

- One area – may racially affect the mix of students which may change the experience in other areas that are less racially diverse
- Unaware of the sample composition so cannot even check for representativeness
- Any other reasonable response.

AO1/Level 1: Candidate reveals a limited understanding of the sampling. [1]
Typically answers will lack clarity.

AO1/Level 2: Candidate reveals a basic understanding of the sampling. [2]
Typically answers will have partial clarity.

AO1/Level 3: Candidate reveals a good understanding of the sampling. [3]
Typically answers will have clear ideas.

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

AO2/Level 2: Candidate clearly evaluates area/s with some explanation. [2]

AO2/Level 3: Candidate clearly area/s with good explanation. [3]

(e) ‘Student achievement depends on family background.’ 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:

Possible operationalisation: Doing well, family, aspects of family background eg income and cultural values, student achievement.

Possible Evidence:

- Statistics eg parents attending university
- Exam results
- Other sociological studies on student achievement
- Media materials
- Documentary evidence
- Diaries
- Other reasonable response.

Possible methods:

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

- AO1/Level 1:** Candidate reveals limited knowledge and understanding of the area of social life and/ or limited methods/sources of evidence. *Typically answers will focus on either method or area and largely be based on common sense.* [1]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding of the area of social life and one or more method/source of evidence. *Typically answers will show implicit sociological knowledge, or will not have mentioned secondary evidence.* [2–3]
- AO1/Level 3:** Candidate reveals good knowledge and understanding of the area of social life and a range of methods and source of evidence, including primary and secondary. [4–5]
- AO2/Level 1:** Candidate makes some connection between the selection of methods and source of evidence and the aim of the investigation but there is little reasoned explanation. *Typically answers will implicitly refer to the area of study ie a mention of a relevant sample group and justification may not refer to the aims of the study.* [1]
- AO2/Level 2:** Candidate explains some of the selection of methods and source of evidence in relation to the investigation. *Typically answers will have explicit justification but may rely on a partial connection to the area of study.* [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. *Answers will justify choices and attempt to connect them to the aim/area of study.* [4–5]

[Total marks for Question 1: 30]

SECTION B – WORK AND EMPLOYMENT

- 2 (a) Identify and describe two different ways people gain satisfaction from employment. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Intrinsic satisfaction eg creative enjoyment
- Intrinsic satisfaction eg helping others
- Intrinsic satisfaction from doing the job well
- Reskilling: Satisfaction from using their new skills
- Extrinsic satisfaction eg money
- Extrinsic satisfaction eg benefits ie car/pension/health insurance
- Social networking (meeting and making friends)
- Status/sense of identity
- Relief from boredom ie from unemployment
- Other reasonable response.

- (b) Using examples, describe ways in which people in paid work are not treated equally. [9]

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

Candidates may explain the following aspects of the process:

- Unequal tax
- Racism
- Ageism
- Sexism eg glass ceiling
- Discrimination against the disabled
- Any discussion of unequal pay, status or promotion
- Job situation eg security; unsociable hours
- Level of intrinsic satisfaction
- Alienation
- Other reasonable response.

- (c) 'Technological changes at work are good for everyone.' Evaluate the arguments for and against this claim. [10]

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

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

Discussion may take different avenues

Arguments and evidence **for** the claim:

Improvements for the bosses:

- Mechanisation and automation both produce more goods cheaply
- Goods and services are produced with less human error
- Developments in IT have allowed more working from home which is cheaper in reference to overheads.

Benefits for society:

- Cheaper products
- Rise in standard of living
- Improved products due to less human error.

Benefits for employees:

- Reskilling
- Unpleasant jobs are done by machines
- More flexible working patterns eg working from home.
- ICT benefits

Arguments and evidence **against** the claim:

Negative impact on the employees:

- Deskillling
- Monotony of tasks
- Alienation
- Loss of jobs if cannot use new technology.
- Physical/medical

Negative impact on society

- Less human element for customers through teleworking.

Negative impact on bosses:

- Customer/employee resistance
- Cost/breakdown
- Vulnerability to crime.

Other reasonable arguments.

[Total marks for Question 2: 25]

SECTION C – THE MASS MEDIA

- 3 (a) Identify and explain two trends in the ownership of mass media. [6]

Target: Assessment Objective 1.

Two from:

- Concentration: A few large media corporations own all media
- Globalisation: The few large media corporations are now trans-national and thus now have media all over the world
- Diversification: As shown by convergence the large media corporations own all types of media
- Media Barons: Owners such as Rupert Murdoch
- Public corporations: Eg BBC
- Any other reasonable response.

- (b) Using examples, describe how the audience use the mass media. [9]

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

Candidate may explain the following aspects of the process:

- Gaining information eg internet diagnosis
- Entertainment
- Consumption eg E bay
- To socialise us
- Escapism
- To convince or advise us
- Marxist: opiate of the people
- Role Models
- Practical uses eg booking holidays
- Other reasonable response.

- (c) 'The content of the mass media is controlled by the editors.' Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Editors role to decide what is in final media
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- Censorship
- Certification
- Watershed
- D Notice
- Official Secrets Act
- Shareholders
- Owners
- Advertisers
- Audiences

- Journalists report the news that occurs
- People now record events as they happen eg phone video
- Other reasonable arguments.

[Total marks for Question 3: 25]

4 (a) Identify and describe two ways the mass media stereotypes ethnic minorities.

[6]

Target: Assessment Objective 1 (6 marks).

Two from:

This may be answered in two ways: either

Focus on WAYS

- Distortion – altered roles for ethnic minority characters eg always criminal
- Invisibility – lack of roles for ethnic minority characters in positive images eg police
- Repetition – repeated images of ethnic minorities in the media eg as rap artists

OR focus on STEREOTYPES

- Criminal
- Victim of crime
- Related to music
- Related to sport

Either way there must be a clear identification and explanation to gain full marks

- Other reasonable response.

(b) Using examples, describe how the content of newspapers is selected.

[9]

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

- Agenda setting: professional decision over which stories should be prioritised.
- Time and Space
- Moral panics
- Money/selling newspapers
- News values: assumption held by media professionals about what should be news e.g. celebrity and war are important.
- Newspapers for other functions eg entertainment.

(c) 'The mass media is dominated by men.' Evaluate the arguments for and against this claim.

[10]

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

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

Arguments and evidence **for** the claim:

- Lobban; Best – children's books still contain traditional images of gender
- 1990 Cumberbatch – Broadcasting Standards Council on gender and advertising (found less women in adverts/voice over were more likely to be male/females in adverts were younger and attractive etc)
- Invisibility of women in world of sport (but changing)
- Abercrombie – soap operas for women about women
- Women use media differently (ie whilst doing something else)
- Men run the media and employ others
- Pluralist argument that men dominate because in society they are dominant
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- More women in mass media
- Women use their gender/sexuality
- Girl power
- Contemporary examples of females either in mass media or production of mass media
- Women's audience eg magazines
- Other reasonable arguments.

[Total marks for Question 4: 25]

SECTION C – POVERTY

- 5 (a) Identify and describe two reasons why it is difficult to escape from poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Culture of dependency
- Deskillling
- Prejudice of others
- Poverty trap
- Power of culture of poverty
- Adaptation theory
- Power of stratification systems to perpetuate themselves through socialisation and the exercise of power
- Poor health
- Lack of money for education
- Environmental poverty
- Other reasonable response.

- (b) Using examples, describe how governments can help reduce poverty. [9]

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

Candidate may explain the following aspects:

- Welfare state policies eg Benefit changes
- Tax changes
- Minimum wage
- Other welfare state policy eg free child care
- Invest in education in poorer areas
- Educating people on their entitlement (benefits)
- Other reasonable response.

- (c) 'The worst effect of poverty is poor education.' Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Not got the money to buy private education
- Poorly resourced schools
- Cannot pay for trips/ equipment
- Cannot pay for tutors
- Without qualifications it is hard to move out of poverty
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- Social exclusion is worse as restricts many areas (economic; social necessities; power; status; impact on self image and identity)
- Impact on family and relationships

- The cycle of deprivation
- Other effects such as leisure may be more serious
- Not all poor children fail educationally possibly due to money into poorer schools
- Other reasonable arguments.

[Total marks for Question 5: 25]

- 6 (a) Identify and describe two ways sociologists define poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Absolute measures
- Relative measures e.g. Townsend Deprivation index
- Relative measures e.g. Mack and Lansley Consensual measures
- Subjective measures eg Cootes and Silburn
- Other reasonable response.

- (b) Using examples, describe ways poverty affects people's lives. [9]

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

Candidate may explain the following aspects of the process:

- Materially: lack of necessities eg safe housing
- Materially: lack of educational benefits eg private education/school resources
- Materially: lack of private healthcare
- Materially: lack of leisure
- Relative poverty: not having what others have leads to dissatisfaction
- Cycle of deprivation
- Culturally: Culture of dependency
- Culturally: Fatalism
- Culturally: immediate gratification
- Effect on family relationships
- Effect on health through stress
- Effect on self esteem/labelling
- Other reasonable response.

- (c) 'Gender has the greatest effect on your chances of being poor.'
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- More likely to be a one parent family
- More likely to work part time
- More likely to be paid less
- More likely to suffer from the dual burden
- More likely to have less pension due to career breaks
- More likely to be elderly (as live longer)
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- Ethnicity may have a greater impact
- Age may have a greater impact
- Class may have a greater impact
- Lack of job may have a greater impact
- Cultural values may have a greater impact
- Material/structural factors may have a greater impact
- Other reasonable arguments.

[Total marks for Question 6: 25]

SECTION C – CONTEMPORARY SOCIAL CHANGES

- 7 (a) Identify and describe two examples of how technology could reduce world poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Can lead to a new market of employment increasing chances of reskilling
- The internet can allow small businesses to flourish
- Improved access to information may help the poor access better life chances eg qualifications
- Improved living standards
- Improved health and safety
- Other reasonable response.

- (b) Using examples, describe reasons for population growth. [9]

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

Candidate may explain the following aspects of the process:

- Improvements in health care
- Greater longevity
- Reduced mortality rates in children or the elderly
- Economic pressures
- Cultural and religious values
- Periods of affluence
- Other reasonable response.

- (c) 'Population growth improves people's lives.' Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Impact on economic lives eg more workers; more tax payers
- Impact on social lives eg benefits of multi-culturalism if due to immigrants
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- Impact on economic lives eg drain on resources
- Impact on social lives eg racial problems if immigrants
- Environmental impact
- Political issues
- Need for increased welfare and education services
- Other reasonable arguments.

[Total marks for Question 7: 25]

- 8 (a) Identify and describe two ways to reduce population growth. [6]

Target: Assessment Objective 1 (6 marks).

Two reasons identified from:

- Access to birth control
- Access to information/education on birth control
- Government policy eg China one child rule
- Challenging cultural pre conceptions
- Challenging religious traditions
- Challenging traditions
- Financial support for those who have children for economic reasons
- Other reasonable response.

- (b) Using examples, describe why people migrate. [9]

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

Candidates may look at any form of migration: international/emigration/immigration or national. Candidates may describe the following ways/ideas:

- For employment
- Better standards of living
- Better education
- Political freedom
- Freedom of speech
- Freedom from persecution/discrimination
- Religious freedom
- To take refuge
- Other reasonable response.

- (c) 'Governments are always to blame for world poverty.' Evaluate the arguments for and against this claim. [10]

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

Candidates may discuss and evaluate the following aspects of the statement in relation to studies on gender, class and race:

Arguments and evidence **for** the claim:

- Policy
- Political conflict and war
- Racism within a country
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- Natural disasters
- Underdevelopment due to reasons other than government policy
- Unequal global development
- Increased international competition
- Increased population growth
- Other reasonable arguments.

[Total marks for Question 8: 25]

[Total marks: 80]

The following mark scheme relates generically to all Section B and Section C questions.

FOUNDATION MARK SCHEME – GENERIC PART BAND C

- (a) **Target:** **Assessment Objective 1 (6 marks)** Three marks available for each feature identified and described, awarded according to the levels below:

- AO1/Level 1:** Candidate reveals limited knowledge and understanding. Typically answers will be based on common sense ideas or very narrow. [1]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding. Typically answers will include implicit sociological ideas. [2]
- AO1/Level 3:** Candidate reveals good knowledge and understanding. Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate. [3]

- (b) **Target:** **Assessment Objectives 1 (7 marks) and 2 (2 marks)** Answers may look at one aspect in depth or several aspects with breadth.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some explanation of aspects of the process; only supported by limited example with some lack of clarity. *Typically answers will be based on common sense ideas or very narrow.* [1–2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; usually some description of aspects of the process will be included, supported by examples. *Typically answers will include implicit sociological ideas or narrow.* [3–5]
- AO1/Level 3:** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by several examples; reveals some understanding of the main links between structures, processes and issues. *Typically answers 'will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* [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 arguments that are mainly clear. [2]

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

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence. *Typically answers will be based on common sense ideas.* **[1–2]**
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. *Typically answers will include implicit sociological ideas.* **[3–4]**
- AO1/Level 3:** Candidate reveals good knowledge and understanding; discussion of several aspects of the issue supported by relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **[5–6]**
- AO2** No evaluation. **[0]**
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little attempt to explicitly evaluate the argument. *Typically answers will implicitly evaluate at least one point.* **[1]**
- AO2/Level 2:** Candidate uses basic information to make some points or arguments that still may lack clarity; there is an attempt to evaluate but the debate may not be totally relevant. *Typically answers will try to make a debate.* **[2]**
- AO2/Level 3:** Candidate uses some information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; meaning is generally clear. *Typically answers will discuss the debate either narrowly or simply.* **[3]**
- AO2/Level 4:** Candidate uses a range of good information and evidence to construct and support arguments and conclusions in relation to the issue; the argument is evaluated in a balanced way and meaning is clear. *Typically answers will be in essay format (no subtitles) and may offer a conclusion.* **[4]**

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