

Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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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.

(b) Source B is based upon evidence gathered from an *unstructured interview*. [6]

Using examples, explain three reasons why the evidence in Source B may not be accurate.

Target: 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”? (Lack of standardisation)
- 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- Out of date; timing specific eg ethnic minorities may be treated differently in 2010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 some lack of clarity. *Typically answers will be based on common sense and/or lack core understanding of the method/evidence.* [1]

AO1/Level 2: Candidate reveals basic understanding of the method/evidence. *Typically answers will show some knowledge of the method/evidence, but may 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 clearly identifies **one** reason why this type of evidence may not be accurate but may not be clearly explained or related to the source. [1]

AO2/Level 2: Candidate clearly identified **two** reasons why this type of evidence may not be accurate and relates these to the evidence in the source. [2]

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

(c) To what extent does the evidence in Source B support the evidence in Source C? [6]

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

There are 3 possible areas of discussion/issues:

- The strengths and weaknesses of the type of evidence represented in each source and their effects on drawing conclusions
- The links between the information/arguments in each source
- The comparison of methods.

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

- Similarities: Year
- Similarities: Peer group affects achievement
- Similarities: Topic area: achievement
- Differences: Source B felt achievement was affected by ethnicity, Source C did not
- Differences: Source C discusses effectiveness of sanctions, Source B does not
- Differences: Method: Source B was an unstructured interview/Source C was from a questionnaire
- Differences: student vs. teacher research e.g. a sample of 1 versus a sample of 10
- Differences: The researcher was a teacher vs. a student
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited 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. *Typically answers will rely on copied material from the sources.* [1]

AO1/Level 2: Candidate reveals a basic 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. *Typically answers will show some understanding although may still rely on some copying from sources.* [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. *Answers will understand content and/or nature of evidence* [3]

- AO2/Level 1:** Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support, a partial explanation. [1]
- AO2/Level 2:** Candidate evaluates one link issue with some clear explanation for a conclusion about the degree of support. [2]
- AO2/Level 3:** Candidate evaluates two or more links/issues with clear explanation for a conclusion about degree of support. [3]
- (d) How useful is Source D 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 generalisability 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 basic or partial understanding of the sampling. *Typically answers will lack clarity or be very narrow.* [1]
- AO1/Level 2:** Candidate reveals a basic understanding of the sampling. *Typically answers will have partial clarity or be narrow.* [2]
- AO1/Level 3:** Candidate reveals a good understanding of the sampling. *Typically answers will have clear ideas and be wide ranging.* [3]
- AO2/Level 1:** Candidate evaluates **one** area with basic or partial explanation. [1]
- AO2/Level 2:** Candidate clearly evaluates more than one area with some explanation. [2]
- AO2/Level 3:** Candidate clearly evaluates more than one area with good explanation. [3]

- (e) 'Student achievement depends on family background.' [10]

Describe and explain the methods and evidence sociologists could use to test this claim.

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/partial 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 several methods/sources 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/or 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 i.e. a mention of a relevant sample group and/or justification may not refer to the aims/area of 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 connection to the area of study, not the aim.* [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 of the study. [4-5]

[Total marks for Question 1: 30]

SECTION B – WORK AND EMPLOYMENT

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

Target: Assessment Objective 1 (6 marks).

Three from:

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

- (b) Using examples, explain 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 explained
- Job situation eg security; unsociable hours
- Level of intrinsic satisfaction
- Alienation
- Other reasonable response.

- (c) 'Technological changes at work are good for everyone.' Evaluate 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
- Good 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.

Arguments and evidence **against** the claim:

Negative impact on the employees:

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

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 three trends in the ownership of mass media. [6]

Target: Assessment Objective 1 (6 marks).

Three 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, explain 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 e.g. 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 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 three ways the mass media stereotypes ethnic minorities. [6]

Target: Assessment Objective 1 (6 marks).

Three 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, explain 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 professional about what should be news eg. celebrity and war are important
- Newspapers for other functions eg entertainment.

- (c) 'The mass media is dominated by men.' Evaluate 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 three reasons why it is difficult to escape from poverty. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Culture of dependency
- Deskilling
- Prejudice of others
- Poverty trap
- Power of culture of poverty
- Cycle of deprivation
- Labelling
- 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 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 three ways sociologists define poverty. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

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

- (b) Using examples, explain 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 e.g. 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 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 three examples of how technology could reduce world poverty. [6]

Target: Assessment Objective 1 (6 marks).

Three 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 e.g. qualifications
- Improved living standards
- Improved health and safety
- Other reasonable response.

- (b) Using examples, explain 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
- Immigration
- Improved and cheaper travel
- Other reasonable response.

- (c) 'Population growth 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 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 three ways to reduce population growth. [6]

Target: Assessment Objective 1 (6 marks).

Three reasons identified from:

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

- (b) Using examples, explain 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 this claim. [10]

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

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

MARK SCHEME HIGHER**SECTION B & C Generic mark scheme Higher paper****(a) Target: Assessment Objective 1 (6 marks).**

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

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

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

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

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of aspects of the process supported by examples; reveals some limited understanding of the main links between structures, processes and issues. *Typically answers will have implicit sociological ideas or be based on common sense.* **[1-2]**

AO1/Level 2: Candidate reveals basic knowledge and understanding; explanation of several aspects of the process supported by several examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language or be narrow.* **[3-5]**

AO1/Level 3: Candidate reveals wide ranging and accurate knowledge with precise understanding; full explanation of the aspects of the process supported by several examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.* **[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]**

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

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some explanation of the aspects of the issue supported by limited evidence and information. *Typically answers will have implicit sociological ideas or be based on common sense.* [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; explanation of the aspects of the issue supported by some relevant evidence and information; reveals some understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language or are narrow in range.* [3-4]
- AO1/Level 3:** Candidate reveals wide ranging and accurate knowledge with precise understanding; full explanation of the aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.* [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity. *Typically evaluation will be narrow or not directly relevant.* [1]
- AO2/Level 2:** Candidate uses basic information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity. *Typically evaluation will be obvious but simple ie for and against, and may use subtitles* [2]
- AO2/Level 3:** Candidate uses a good range of information and evidence to construct and support arguments in relation to the issue; information and evidence is clearly presented. *Typically answers will offer a clear evaluation but may lack a conclusion or range.* [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; meaning is clear and unambiguous. [4]

Total mark: [25]

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