

## **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 – POWER AND CITIZENSHIP****1 (a) From the evidence in Source A**

(i) Which social issue was most important to males? [1]  
*Crime*

(ii) Which social issue was least important to females? [1]  
*World Peace*

**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 content analysis. Using two examples, describe what is meant by content analysis. [6]**

In using two examples, candidates may refer to two types of content analysis, two points to describe what content analysis is or two examples of content analyses. The definition below is to help examiners – candidates are not expected to refer to all of these points.

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

A content analysis is a way of analysing the content of media materials, documents and other types of qualitative data. It can show how a particular social group or event is portrayed. This can be done by organising categories before research begins and then going through the materials and recording the number of times items in each category appear. This method could be used to analyse the amount and type of bad language on TV or ethnic stereotypes in the press, for example. It produces quantitative data.

**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) Identify and describe two reasons why the evidence in Source B might not be accurate. [6]

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

The evidence from the content analysis in this particular case might not be accurate because:

Two from:

- Only analysed 4 different papers – is this accurate for all the newspapers in circulation?
- Newspaper sample composition – we know nothing of the make up of the 4 newspapers ie local, national, tabloid, broadsheet etc – if this was not representative then will the analysis results really be accurate of how politicians are represented?
- 2005 – a little out of date therefore may no longer be accurate in terms of how politicians are represented
- May contain errors/mistakes in compilation
- May contain bias in collection of evidence and/or bias in analysis and interpretation by the student
- Adapted source – may not give the true/whole picture found
- Completed by a student sociologist – inexperienced
- Reliability issues – how this student defines 'middle aged' may not be the same as how a different researcher would (operationalisation)
- Results talk about the media yet the research has only been completed on newspapers therefore it is inaccurate to talk about how politicians are represented in the media based on this limited research
- Other reasonable response.

**AO1/Level 1:** Candidate reveals a limited 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 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 accurate and relates these to the evidence in the source. [3]

**(d) How useful is Source C as evidence of how all people will vote in elections? [6]**

**Target: Assessment Objective 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 20 asked, can't represent all voters experiences and is too small a sample to generalise from
- sample location – in York – voting intentions may be very different in other areas of the country
- all respondents are from a private school – the sample will thus be class biased and so can't represent everybody's voting intentions
- all the interviewees are students and so are young – older people's voting intentions may be very different
- the research only investigates local elections, voting intentions in different kinds of elections may be very different to this
- how people say they vote may be very different to how they actually vote – therefore of little use in predicting how all people will vote
- other reasonable response.

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

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

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

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

**AO2/Level 2:** Candidate evaluates area/s with basic explanation. **[2]**

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

**(e) 'How people vote in elections depends on whether they like the party leader.' Describe and explain the methods and evidence sociologists could use to test this claim. [10]**

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

Candidates may identify the following:

Aspects to measure/operationalise are:

- 'vote'; 'elections'; 'like'; 'party leader'; other reasonable response.

Possible Methods:

- Interviews
- Questionnaires
- Surveys
- Observation

- Participant Observation
- Content Analysis
- Experiments
- Case Studies
- Other suitable method.

Possible types of Evidence:

- Official and other statistics ie on voting patterns
- Previous sociological and other research into factors affecting how a person votes
- Media materials ie on voting habits
- Documentary evidence ie on the role of the party leader in affecting how people vote
- Diaries ie of voters
- Other suitable evidence.

**AO1/Level 1:** Candidate reveals limited knowledge and some partial understanding of the area of social life and 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 area of social life and one or more 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 area of social life and a range of methods and sources of evidence, including primary and secondary. [4–5]

**AO2/Level 1:** Candidate makes some connection between the selection of methods/source of evidence/area of investigation and/or will attempt an 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/sources of evidence in relation to the area of investigation. *Typically answers will have explicit justification but may rely on the connection to the area of study not the aim.* [2–3]

**AO2/Level 3:** Candidate explains and justifies the selection of methods and sources of evidence in relation to the aim of the investigation. *Typically answers will justify choices and attempt to connect them to the aim of the study.* [4–5]

**(Total mark for Question 1: 30)**

Below is the question specific mark scheme for all Section B and Section C questions. This should be used in conjunction with your generic Section B and C mark scheme, found at the back of your pack.

## SECTION B – FAMILY AND IDENTITY

- 2 (a) Identify and describe two examples of the 'dark side' of family life. [6]

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

Two from:

- negative effects of divorce
- child abuse
- elder abuse
- domestic abuse
- poor socialisation
- mental illness
- emotional harm/psychological issues
- privatisation of the family leading to increasing isolation
- unequal power divisions ie financial decisions
- unequal domestic division of labour – Feminism
- stereotypical gender role socialisation
- other reasonable response.

- (b) Using examples, describe how types of family are changing. [9]

**Target:** Assessment Objective 1 (7 marks) and 2 (2 marks)

Candidates may identify and describe the following aspects of the process:

- more privatised
- decline of the traditional nuclear family
- emergence of 'beanpole' families
- the move towards symmetry/joint conjugal roles
- fewer children/decline in average family size
- decline in marriage rate/increase in cohabitation
- increase in divorce rate
- women's triple shift
- increased child-centredness in the family
- increasing numbers of lone parents
- remarriage and the growth of the reconstituted/step family
- increasing numbers of singletons/childlessness
- increase in gay and lesbian households
- more births outside marriage
- older parents
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples and/or evidence.

- (c) 'The main function of the family is the socialisation of children'.  
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- feral children – to emphasise the importance of the family
- teaches children the basics in life, including key norms and values
- primary agent of socialisation therefore the first and most important
- maintains consensus and social order in society
- uses negative and positive sanctions/social control as part of its socialisation/teaching process
- gender role socialisation
- only way that we can learn what is 'normal' and expected of us
- links to Functionalism/positive views of the family
- other reasonable response.

Arguments and evidence **against** the claim:

- one function of the family but not necessarily the main one
- emotional stability and nurture
- economic provision
- reproduction
- regulation of sexual activity
- identity
- negative views of the family/the 'dark side' of family life
- other agents of socialisation (ie education, religion) can also socialise/teach children
- family failing in its socialisation function – increasing numbers of childminders/nurseries, child obesity etc
- other reasonable response.

**(Total mark for Question 2: 25)**



**SECTION C – CRIME, DEVIANCE AND SOCIAL CONTROL**

- 3 (a) Identify and describe two sociological explanations of crime. [6]**

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

Two from:

- poverty/unemployment/material deprivation
- cultural deprivation
- racism
- peer pressure
- poor socialisation/different norms and values
- stereotyping/labelling
- anomie
- status frustration
- subculture
- excitement/thrills/boredom
- lack of social control
- other reasonable response.

- (b) Using examples, describe how prisons can reduce the amount of crime in society. [9]**

**Target: Assessment Objective 1 (7 marks) and 2 (2 marks)**

Candidates may identify and describe the following aspects of the process:

- protects 'law-abiding' citizens from crime and criminals
- deters others from committing crime as they can see the consequences of what will happen if they do
- rehabilitation of prisoners via counselling, training programmes etc meaning they are less likely to carry on a life of crime after their release
- chance to obtain qualifications/skills to improve future job opportunities
- punishes those who do wrong in society and deters them from continuing to commit crime in society
- gives prisoners time to reflect upon their crimes and realise that they have done wrong
- prisons are highly disciplined and structured places, training prisoners well for a more orderly and non-criminal life on the outside
- removes the problem of crime from society
- other reasonable response.

- (c) 'Official statistics are the most accurate way of measuring crime'.  
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- published annually therefore remain up to date
- cover a wide range of issues to do with crime ie types of crimes committed, social profile of offenders etc
- cheap and easily accessible source of data
- published by the Home Office so seen to be a reputable and reliable source of data
- negative points of victim surveys and self report studies
- other reasonable response.

Arguments and evidence **against** the claim:

- not all crimes are detected/noticed
- not all crimes are reported to the police
- not all crimes are recorded by the police
- 'dark figure' of crime
- victim surveys-victims who didn't report crime to the police may do so to a researcher
- self report studies-reveals information about crime and criminals not known to the police;
- stereotyping, labelling and use of discretion amongst the formal agents of social control may lead to an inaccurate picture of crime
- white collar crime-under represented in official statistics
- statistics can be manipulated to show what the Government wants them to show/bias
- other reasonable response.

**(Total mark for Question 3: 25)**

- 4 (a) Identify and describe two examples to show that deviance is different in different cultures. [6]

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

NB Culture is understood to be 'a way of life' therefore answers that refer to subcultures, cross-cultural differences and/or differences within a culture, along with any other reasonable response, should be credited.

- different cultures have different rules, laws, norms and values
- drinking alcohol is deviant in many Islamic countries but is seen as normal in the UK
- smoking cannabis is seen as deviant by many people in the UK yet is acceptable in the Rastafarian culture;
- in the USA it is considered acceptable to carry guns yet this is seen as deviant in the UK
- it is often seen as deviant for Muslim women to show their flesh, yet this is considered normal in the West
- it may be seen as OK to carry weapons in a gang culture, whereas for most people in society this would be considered deviant
- other reasonable response.

NB – each example should compare one culture with another as illustrated above in order to achieve full marks.

- (b) Using examples, describe why criminals are more likely to be working class.[9]

**Target: Assessment Objective 1 (7 marks) and 2 (2 marks)**

The candidate may describe the following aspects of the process:

- poor socialisation/different norms and values;
- poverty/relative deprivation
- unemployment
- material deprivation/cultural deprivation
- status frustration
- anomie
- stereotyping/prejudice/labelling
- lower aspirations and expectations
- lack of educational qualifications
- lack of positive role models
- gang culture/peer pressure
- other reasonable response.

- (c) 'The police and other formal agencies are better at reducing crime than families and other informal agencies of social control.'  
Evaluate the arguments for and against this claim. [10]

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

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

Argument and evidence **for** the claim:

- prisons, courts and police have the power of the law behind them
- prisons can remove criminals from society
- prisons can rehabilitate criminals via counselling, educational and training programmes
- prisons can deter other potential criminals from committing crime
- police have the power of arrest to remove criminals from society
- police can patrol and target areas to try and catch criminals
- courts can sentence people according to the crime committed and direct their actions ie fine them tag them, etc
- other reasonable response.

Argument and evidence **against** the claim:

- informal social control begins before formal and so has more power and influence as it can 'get in first'
- informal social control occurs on a day to day level far more frequently than formal control and thus is better
- the family is a source of primary socialisation and so is the most likely agent to reduce crime
- family operates a system of positive and negative sanctions to teach children acceptable norms and values of society
- schools follow on with the positive socialisation started in the family
- schools use systems of rewards and punishments to encourage non-criminal behaviour
- schools tackle the consequences of criminal behaviour via their PSHE and tutorial programmes
- religion promotes a life based on moral guidelines and therefore non criminal behaviour
- the mass media regularly shows the negative aspects of criminal behaviour and thus puts people off a life of crime
- peer pressure and negative and positive sanctions make the peer group another powerful informal agent of social control when it comes to reducing crime
- other reasonable response.

**(Total marks for Question 4: 25)**

**SECTION C – PROTEST AND SOCIAL MOVEMENTS**

- 5 (a) Identify and describe two issues that protest groups have taken action on. [6]

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

- environmental issues
- animal rights
- peace/anti-war
- equality issues (ie anti-racist, women's and gay movements)
- human rights
- pay and conditions at work
- homelessness
- government policies ie the anti-poll tax campaign
- other reasonable response

*Expect candidates to refer to case study examples in their response.*

- (b) Using examples, describe what is meant by a social movement. [9]

**Target:** Assessment Objective 1 (7 marks) and 2 (2 marks)

Candidates may describe the following aspects:

- a movement of people who share the same general desire to promote or prevent particular social changes
- typically, they are informally organised through small, local groups
- tend to gain support from a wide range of different people – all social classes, genders and ethnicities
- typically attract a large number of younger people
- often use illegal methods to draw attention to their cause
- often focus on a range of different issues, not just one as a protest group would typically do
- often use the media, particularly the internet, to gather support
- often interested in whole world issues, not just national/local ones
- often becomes the defining factor in a person's identity and way of defining themselves – as an eco-warrior or as gay, for example
- membership of a particular social movement may result in the adoption of a certain lifestyle and set of beliefs and values.

*Expect candidates to refer to case study examples in their response eg world peace; environmental and human rights groups.*

- (c) 'Legal action is better than illegal action for achieving change.'  
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- legal action will not attract negative publicity and so will not alienate members of the public
- legal action is more likely to be listened to and taken seriously than illegal actions
- media coverage and support will add weight to an argument – they will only give this support to legal actions
- legal action may result in the use of the legal system to challenge or review decisions made by those with power
- insider groups are often consulted by Government departments when preparing new policies – this will only happen from legal action
- pressure groups will often enlist the help and support of a well known celebrity or personality to support their cause – they will only get this if they are associated with legal action
- trade unions can begin strike action
- illegal action can lose public support
- other reasonable response.

Arguments and evidence **against** the claim:

- legal action often doesn't receive much media attention as it is not newsworthy hence illegal action may work better
- the more extreme the action the more likely the group is to be talked about and raise the profile of their cause – illegal action is often better at this
- outsider groups may engage in illegal activities such as arson, bombings and obstructions in order to further their cause
- many protest groups are ignored/ridiculed by wider society hence illegal action is necessary to bring attention to their cause
- protest groups can never challenge the power of traditional political groups and so can never be very effective unless they resort to illegal means
- Marxists believe pressure groups provide only an illusion of democracy and so cannot bring about real change-illegal action becomes therefore a viable alternative
- Pressure groups on the whole have few resources and so little power in terms of bringing about change, illegal actions may have more success
- other reasonable response.

*Expect to see a wide range of examples to exemplify and illustrate points made through the use of case study material.*

**(Total mark for Question 5: 25)**

- 6 (a) Identify and describe two social movements. [6]

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

A social movement is defined as a movement to promote alternative lifestyles as opposed to being a political movement. A loosely organised coalition of different groups who come together to bring about social change on a fairly broad scale.

Two from:

- Gay movement
- Women's Rights
- Anti-war movements
- Anti-nuclear movements
- Animal Rights movement
- Environmental movement
- Other reasonable response.

NB References to protest groups should also be credited as there is much overlap here.

- (b) Using examples, describe the ways direct action is used by protest groups. [9]

**Target:** Assessment Objective 1 (7 marks) and 2 (2 marks)

Candidates may identify and describe the following aspects of the process:

*Expect to see the use of specific examples and case studies to illustrate points made.*

- protests
- demonstrations
- strikes
- raids
- disruptions
- terrorism
- destroying
- civil disobedience
- other reasonable response.

- (c) **'Social movements have been successful in changing society'.  
Evaluate the arguments for and against this claim.** [10]

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

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

Arguments and evidence **for** the claim:

- allows more people to have their voices heard
- allows a wider range of people from different backgrounds and with different social characteristics to make their opinions known
- can change decisions and influence the political process
- can consist of society's least powerful people
- allows alternative ways of thinking to be heard and alternative ways of living to be seen and discussed
- can work at a local, national or international level
- have specialised knowledge gathered through research which can be given to the Government so allowing them direct influence over Government policy
- media and internet campaigns can reach a wide number of people so giving them a better chance of changing society
- shock tactics can attract the public's attention and gain support for the cause so helping it to change society
- reward specific examples of change eg the Gay Rights Movement changed attitudes and social policy – equal opportunities at work, civil partnerships, adopting children etc
- other reasonable response.

Arguments and evidence **against** the claim:

- membership of social movements tends to be predominantly from the middle classes – they already have education and power
- there are many people not in a social movement who still do not have their voices or opinions heard
- some people and social movements will have more power, resources and money and so will be more influential in changing society
- just because social movements exist does not mean that their views will be acted upon or that society will change
- social movements often fail to get positive media coverage so reducing their potential power to change society
- sometimes use illegal means to get their points across which rarely change society
- other reasonable response.

Expect reference to specific examples and case studies in candidate's responses.

**(Total marks for Question 6: 25)**



**SECTION C – RELIGION**

- 7 (a) Identify and describe two reasons why church membership is declining in the UK. [6]

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

Two from:

- fewer marriages and more cohabitation than in the past
- higher rates of divorce
- fewer people believe in God
- fewer people use religious values as their guidelines on how to behave
- the Church today is rarely listened to by those in power
- religious teaching no longer has an important place in most schools
- previous functions of churches have today been taken over by other social agencies
- status of the church has declined, particularly amongst young people
- other reasonable response

- (b) Using examples, describe how a person can show they are religious. [9]

**Target:** Assessment Objective 1 (7 marks) and 2 (2 marks)

Candidates may identify and describe the following aspects of the process:

- religious beliefs
- theology (a set of teachings usually based on a holy book)
- religious practice (rituals or ceremonies such as praying, singing hymns, lighting candles etc) to express beliefs
- religious institutions – attending a place of worship
- religious consequences – a set of moral guidelines that guide our day to day life eg the 10 commandments
- appearance and dress – wearing religious symbols or clothes to demonstrate ones religion eg the cross or a turban
- other reasonable response.

*Expect reference to specific religions or religious movements/organisations in candidate's responses.*

- (c) **'Religious practice is changing'.**  
**Evaluate the arguments for and against this claim.** [10]

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

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

Arguments and evidence **for** the claim:

- less public support for mainstream religion in UK but increasing popularity of religion in other countries such as Afghanistan
- rise in religious fundamentalism
- growth of televangelism/religious TV channels
- modern society based less on religious practices and values
- young people are more likely to be attracted to new religious movements which are on the rise in society today
- religions modernise and change with the times and so will appeal particularly to young people more eg celebrity involvement
- immigration brings with it new religions to countries as highlighted by growth of mosques, Hindu temples etc in the UK
- religious services increasingly incorporate modern ideas, language and references in their delivery
- there have been big changes in the role of women in many religious institutions
- whilst traditional Trinitarian churches seem to be less popular in UK society, other religions (such as Islam) and new religious movements (such as Scientology) are becoming more popular
- religion is often now a private rather than a public matter
- other reasonable response.

Arguments and evidence **against** the claim:

- core values and beliefs remain the same
- moral guidelines remain the same
- religious paraphernalia and dress remain the same
- gender imbalance still evident in religion
- religion gives many people continued hope and strength in difficult times
- a definition of religion today is the same as it was 50 years ago
- religion continues to be both a personal and an institutional thing
- religious functions are the same as they have always been
- ethnic minority involvement in religion continues to be high
- other reasonable response.

**(Total marks for Question 7: 25)**

- 8 (a) Identify and describe two types of religious movements (or organisations). [6]

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

Two from:

- church (eg Church of England)
- denomination (eg Baptists)
- sect (eg Moonies)
- cult (eg Scientology)
- other reasonable response.

- (b) Using examples, describe links between ethnicity and religion. [9]

**Target:** Assessment Objective 1 (7 marks) and 2 (2 marks)

Candidates may identify and describe the following aspects of the process:

- Afro-Caribbeans – Pentecostalism and Rastafarianism
- Islam
- Sikhism
- Hinduism
- Resistance to racism
- Immigration
- Higher rates of religious affiliation amongst ethnic minority groups
- Fundamentalism
- Faith schools
- Provides a sense of identity for many ethnic minority groups
- Religion can provide ethnic minority groups with a clear sense of their history and origins
- Religion can help to draw ethnic minority groups together – cohesion
- Religion is a way of retaining cultural values for many ethnic minorities
- Dress, accessories, appearance
- Other reasonable response.

- (c) 'The UK has become a secular society'.  
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- fewer people going to/joining places of worship/religions
- fewer believing in God, choosing a scientific or rational explanation instead
- more faith in science than religion
- church is less influential in society than it was before
- increase in non-religious ceremonies ie civil weddings/naming ceremonies
- fewer marriages/higher divorce rates
- alternative values ie homosexuality increasingly accepted
- young people turning away from religion in large numbers
- secularisation
- other reasonable response.

Arguments and evidence **against** the claim:

- increasing membership of ethnic minority religions
- increasing membership of new religious movements
- increasing numbers of religious schools
- religion still a compulsory part of the education system
- growth of religious TV channels/televangelism
- celebrity involvement with religion will always maintain its popularity
- religion is still relatively popular with and important to older generations in society
- people still have religious weddings, funerals and christenings
- religious festivals, ie Xmas, are still widely celebrated
- other reasonable response.

**(Total marks for Question 8: 25)**

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. [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.* [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.* [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/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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