

**Oxford Cambridge and RSA Examinations**



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**OCR GCSE IN SOCIOLOGY**

**1990**

**TEACHERS' GUIDE INCORPORATING COURSEWORK  
ADMINISTRATION PACK**



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# CONTENTS

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<b>SECTION A: QUESTION PAPER STRUCTURE</b>	<b>5</b>
Structure of Tiered Papers	5
Question Structure for Section A	6
Mark Scheme Structure for Section A	7
Question and Mark Scheme Structure for Sections B and C	8
<b>SECTION B: PLANNING AND TEACHING THE NEW GCSE SPECIFICATION</b>	<b>11</b>
Planning a Course of Study	11
Choice of Topic Areas	11
Sample Programmes of Study	112
<b>SECTION C: PLANNING AND TEACHING THE NEW TOPIC AREAS</b>	<b>15</b>
Introduction	15
Strategies for Teaching Protest and Social Movements	16
<b>SECTION D: INDICATIVE SCHEMES OF WORK</b>	<b>19</b>
Topic area: The Family and Identity	19
Topic area: Protest and Social Movement	22
Topic area: Work and Employment	25
Resources	28

<b>SECTION E: SPECIMEN QUESTIONS AND STUDENT RESPONSES</b>	<b>26</b>
Paper 2: Foundation Tier	27
Paper 3: Higher Tier	42
<b>SECTION F: EXAMPLES OF MARKED COURSEWORK</b>	<b>54</b>
Example 1	55
Example 2	99
Example 3	111
<b>SECTION G: COURSEWORK ADMINISTRATION PACK</b>	<b>137</b>

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# OCR GCSE IN SOCIOLOGY (1990)

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## SECTION A: QUESTION PAPER STRUCTURE

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### 1 Structure of Tiered Papers

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All papers are 1 hour and 30 minutes long.

	<b>Time</b>	<b>Papers 1 and 3</b>	<b>Papers 2 and 4</b>
<b>SECTION A</b> Compulsory five-part Data Response Question	40 minutes	Family and Identity OR Power and Citizenship	Education OR Work and Employment
<b>SECTION B</b> Compulsory three-part Question	25 minutes	Family and Identity OR Power and Citizenship (topic area not covered in Section A)	Education OR Work and Employment (topic area not covered in Section A)
<b>SECTION C</b> One Question from a choice of six (2 per option)	25 minutes	<ul style="list-style-type: none"><li>▪ Crime, Deviance and Social Control;</li><li>▪ Protest and Social Movements;</li><li>▪ Religion.</li></ul>	<ul style="list-style-type: none"><li>▪ The Mass Media;</li><li>▪ Contemporary Social Changes;</li><li>▪ Poverty.</li></ul>

Papers 1 and 2 – Foundation Tier

Papers 3 and 4 – Higher Tier

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## 2 Question Structure for Section A

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<b>Section A Question 1</b>	<b>Foundation</b>	<b>Higher</b>
Part (a)	<i>From the evidence in Source A, give two...</i>	<i>From the evidence in Source A, give two...</i>
Part (b)	<i>Using examples from Source B, describe what is meant by...</i>	<i>Identify and explain three reasons why the evidence in Source B may not be reliable or accurate.</i>
Part (c)	<i>Identify and describe two reasons why the evidence in Source B may not be reliable or accurate.</i>	<i>To what extent does the evidence in Source B support the evidence in Source C?</i>
Part (d)	<i>How useful is Source C as evidence of the experience of all...</i>	<i>How useful is the evidence in Source D as evidence for all...</i>
Part (e)	<i>Describe and explain the methods and evidence sociologists could use to test this claim.</i>	<i>Describe and explain the methods and evidence sociologists could use to test this claim.</i>

### 3 Mark Scheme Structure for Section A

Section A	Assessment Objectives Mark Allocation		Foundation Tier		Higher Tier	
	AO1	AO2	AO1	AO2	AO1	AO2
Part (a)	-	2	-	Simple comprehension of evidence	-	Comprehension of evidence
Part (b)	4	2	Knowledge and Understanding of research methods	Interpretation of evidence	Knowledge and understanding of research methods	Interpretation of evidence
Part (c)	3	3	Knowledge and understanding of research methods	Evaluation of evidence or Awareness of limitations/bias	Knowledge and understanding of research methods	Evaluation of evidence or Awareness of limitations/bias
Part (d)	3	3	Knowledge and understanding of research methods	Evaluation of research methods	Knowledge and understanding of research methods	Evaluation of research methods
Part (e)	5	5	(i) Knowledge of sociological theme  (ii) Knowledge of sociological research methods	(i) Design of research strategy  (ii) Construct arguments and examine research issues	(i) Knowledge of sociological theme  (ii) Knowledge of sociological research methods and sources of evidence	(i) Design of research strategy  (ii) Construct arguments and examine research issues
<b>TOTAL</b>	<b>15</b>	<b>15</b>				

## 4 Question and Mark Scheme Structure for Sections B and C

### 4.1 FOUNDATION TIER

		MARK SCHEME	
SECTIONS B AND C	FOUNDATION TIER	AO1 – Knowledge and Understanding	AO2 – Skills
<b>Part (a)</b> <b>6 marks</b>	Identify and describe simple examples of a social structure or process, usually two	Marks for each example: <b>Level 1:</b> one example, only limited knowledge and understanding. <b>1</b> <b>Level 2:</b> one example, with basic knowledge and understanding. <b>2</b> <b>Level 3:</b> one example, with good knowledge and sound understanding. <b>3</b>	
<b>Part (b)</b> <b>9 marks</b>	Description of social structure or process, using examples	<b>Level 1:</b> some limited knowledge and partial understanding, possibly without examples of social structure/process. <b>1-2</b> <b>Level 2:</b> basic knowledge and understanding of social structure/process, supported by at least one example. <b>3-5</b> <b>Level 3:</b> good knowledge and understanding of social structure/process, supported by at least one example. <b>6-7</b>	<b>Level 1:</b> use of a limited range of information and evidence in simple manner to make some limited arguments that may lack clarity. <b>1</b> <b>Level 2:</b> use of some information and evidence to construct and support arguments that are mainly clear. <b>2</b>
<b>Part (c)</b> <b>10 marks</b>	Evaluation of a statement relating to a social process and issue	<b>Level 1:</b> some limited knowledge and understanding of one or more aspects of issue with limited evidence. <b>1-2</b> <b>Level 2:</b> Some basic knowledge and understanding of two or more aspects of issue with some evidence. <b>3-4</b> <b>Level 3:</b> good knowledge and sound understanding of three aspects of issue with relevant evidence; understanding links between structures, processes and issues. <b>5-6</b>	<b>Level 1:</b> Candidate reveals a basic ability to argue, discussing one of the arguments simply. Limited QWC and quality of English. <b>1</b> <b>Level 2:</b> Candidate reveals an ability to argue and present some relevant arguments and evidence. One or more arguments discussed. Basic QWC and quality of English. <b>2</b> <b>Level 3:</b> Candidate reveals an ability to argue clearly and present relevant arguments and evidence. Two or more arguments discussed. Sound QWC and quality of English. Some evaluation. <b>3</b> <b>Level 4:</b> Candidate reveals an ability to argue clearly and present relevant evidence/arguments. A conclusion is reached. Two or more clear arguments referred to. Balanced argument and evaluation. Good QWC and quality of English. <b>4</b>
		<b>TOTAL:</b>	<b>25 Marks</b>



## 4.2 HIGHER TIER

		MARK SCHEME	
SECTIONS B AND C	HIGHER TIER	AO1 – Knowledge and Understanding	AO2 – Skills
<b>Part (a)</b> <b>6 marks</b>	Identify and describe three aspects of a social structure or process	Marks for each example: <b>Level 1:</b> one example identified. <b>1</b> <b>Level 2:</b> one example identified, with clear description. <b>2</b> <b>x3=(6)</b>	<b>Level 1:</b> use of a limited range of information and evidence in simple manner to make some limited arguments that may lack clarity. <b>1</b> <b>Level 2:</b> uses a range of information and evidence to construct and support arguments that are clear. <b>2</b>
<b>Part (b)</b> <b>9 marks</b>	Description and explanation of social structure or process, using examples	<b>Level 1:</b> some basic understanding of two or more aspects, with one/two examples of social structure/process; some limited understanding of links between structures, processes and issues. <b>1-2</b> <b>Level 2:</b> good knowledge and sound understanding of social structure/process, supported by at least two examples; understanding of links between structures, processes and issues. <b>3-5</b> <b>Level 3:</b> wide ranging and accurate knowledge and precise understanding of social structure/process, supported by at least two examples; understanding of complexity of social life and links between structures, processes and issues. <b>6-7</b>	
<b>Part (c)</b> <b>10 marks</b>	Evaluation of a statement relating to a social process and issue	<b>Level 1:</b> some basic knowledge and understanding of two or more aspects of issue with limited evidence. <b>1-2</b> <b>Level 2:</b> some good knowledge and sound understanding of three or more aspects of issue with some evidence; understanding of main links between structures, processes and issues. <b>3-4</b> <b>Level 3:</b> wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by evidence; understanding of the complexity of social life and links between structures, processes and issues. <b>5-6</b>	<b>Level 1:</b> Candidate reveals a basic ability to argue, discussing one of the arguments simply. Limited QWC and quality of English. <b>1</b> <b>Level 2:</b> Candidate reveals an ability to argue and present some relevant arguments and evidence. Two or more arguments discussed; simple evaluation. QWC and quality of English reasonably accurate. <b>2</b> <b>Level 3:</b> Candidate reveals an ability to argue clearly and present relevant arguments and evidence. Three or more arguments discussed. Good and mainly accurate QWC and quality of English. Some evaluation. <b>3</b> <b>Level 4:</b> Candidate reveals an ability to argue clearly and present wide-ranging evidence/arguments. A conclusion is reached. Three or more clear arguments referred to. Balanced argument and evaluation. Very good QWC and quality of English. <b>4</b>
		<b>TOTAL:</b>	<b>25 Marks</b>



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## SECTION B: PLANNING AND TEACHING THE NEW GCSE SPECIFICATION

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### 5 Planning a Course of Study

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#### 5.1 INTRODUCTION

Any teacher faced with planning and writing schemes of work must consider carefully a chosen pathway through the specification content. The aim of this section is to offer teachers some guidance and support as a route to planning. It must be noted that this is in no way prescriptive as planning in this subject area must always reflect the teachers own individual knowledge and resources.

#### 5.2 CHOICE OF TOPIC AREAS

There are some features of the specification which have taken away the need to decide upon particular topics. There are **four** core topic areas which are compulsory elements:

##### Papers 1 and 3

- Family and Identity
- Power and Citizenship

##### Papers 2 and 4

- Education
- Work and Employment

In addition to this, the topic of Methodology must be included for Section A questions in all papers as well as for coursework.

For Section C topic areas, the teacher has one of three options:

- 1 Teach **one** option topic area (there are a choice of 2 questions from each topic area on the exam paper)
- 2 Teach **two** topic areas in order to give students greater breadth of sociological knowledge
- 3 Teach all **three** topic areas to give students maximum choice in the answering of questions on the exam paper.

Each of these options has its advantages and disadvantages, and part of the decision may be taken from you with for example, timetabling restrictions and time constraints. If option 3 is chosen, it must be very carefully planned so that each topic area is allocated sufficient time to cover the specification content. Outlined below is a sample 2-year programme of study based upon the options above. It must be noted that these are only sample programmes of study. They are based on an ideal model of 3 sixteen-week terms.

## 5.3 SAMPLE PROGRAMMES OF STUDY

### 5.3.1 Option 1: Teaching the 4 compulsory topics, two options (one for each paper) and methods:

YEAR ONE			
	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Weeks 1-8	Family and Identity	Work and Employment	Crime, Deviance and Social control
Weeks 9-16	Education	Power and Citizenship	The Mass Media

YEAR TWO			
	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Weeks 1-8	Methodology	Revision and Exam practice	Revision and Exams
Weeks 9-16	Coursework		

#### JUSTIFICATION

- Cover all the topics in Year 1, giving students benefits of breadth of knowledge for choosing coursework topics.
- You may teach the core topics in any order, although there are logical reasons for starting with the Family and Identity.
- Leave coursework until Year 2, when students have developed a mature approach to studying Sociology.
- Methodology can be linked to the previously studied topic areas (for use in Section A questions) as well as providing clear links and progression to coursework.

**5.3.2 Option 2: Teaching the 4 compulsory topics, four options (two for each paper) and methods:**

<b>YEAR ONE</b>			
	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
Weeks 1-8	Family and Identity	Work and Employment	Crime, Deviance and Social control
Weeks 9-16	Education	Power and Citizenship	The Mass Media

<b>YEAR TWO</b>			
	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
Weeks 1-8	Methodology	Protest and Social Movements	Revision and Exams
Weeks 9-16	Coursework	Contemporary Social Changes	

**JUSTIFICATION**

- Cover all the core topics in Year 1, as well as two option topics giving students benefits of breadth of knowledge for choosing coursework topics.
- Give students increased choice when taking the exams.
- Leave coursework until Year 2, when students have developed a mature approach to studying Sociology.
- Methodology can be linked to the previously studied topic areas (for use in Section A questions) as well as providing clear links and progression to coursework.

**5.3.3 Option 3: Teaching all six topic areas (three on each paper) to give students maximum choice in the answering of questions on the exam paper:**

<b>YEAR ONE</b>			
	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
Weeks 1-8	Family and Identity	Work and Employment	Crime, Deviance and Social control
Weeks 9-16	Education	Power and Citizenship	The Mass Media

<b>YEAR TWO</b>			
	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
Weeks 1-8	Methodology and coursework	Contemporary Social Changes	Poverty
Weeks 9-16	Religion	Protest and Social movements	Exams

**JUSTIFICATION**

- It gives students maximum choice of topic areas from which to choose from in the examination.
- It gives students the best foundation in understanding the nature of Sociology.
- It gives students maximum choice in coursework topic areas.
- Leave coursework until Year 2, when students have developed a mature approach to studying Sociology.

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## SECTION C: PLANNING AND TEACHING THE NEW TOPIC AREAS

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### 6 Introduction

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There are two new topic areas in the OCR specification for GCSE Sociology:

- Protest and Social Movements
- Contemporary Social Changes

Both of these new topic areas form part of the option topic content, with Protest and Social movements on Papers 1 or 3, and Contemporary Social Changes on Papers 2 or 4. The rationale behind this is twofold:

- 1 It creates opportunities to address contemporary trends, changes, and debates which are occurring in the wider society. In this sense, Sociology at GCSE reflects the real changing social world. Students will be familiar with many of these changes and, therefore, to include them in the specification will hopefully make the content of lessons more relevant and motivating.
- 2 It enables smooth progression onto sociology at AS and A2 Level, as the OCR specification at this level is embracing new social changes outlined above.

Both of these new topic areas are explicitly linked to the area of citizenship; an expanding area of study in all key stages.

Outlined overleaf are some ideas on how one of these new topic areas – Protest and Social Movement – could be approached and taught by the subject teacher.

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## 7 Strategies for Teaching Protest and Social Movements

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In this topic, candidates are expected to develop a critical understanding of protest and social movements. This includes knowledge of the characteristics of social movements, how they develop and how groups protest.

- This whole topic could be approached from an active and independent learning perspective, where students carry out a project on one case-study of a social movement (e.g. environmentalists; New age travellers). It would be preferable if they could focus on a localised issue as this may mean more material is readily available (e.g. local newspaper and television news reports; inviting members of the group into lessons). Through looking at one social movement, students can address the issues in the specification, for example, what Social Movements are, and how they develop.
- The issue of protest could be addressed in a similar way to that described above. It is always beneficial to start at a very local or small-scale level and then work outwards as this invariably helps promote students' understanding. For example, you could look at ways of protesting against an issue faced by students at school (e.g. allowing girls to wear trousers; introducing breakfasts before school). This will then lead to a consideration of effective methods of protest and the difference between legitimate and illegitimate protest.
- There is a lot of scope for using a wider variety of resources to cover this particular topic area. Newspapers reporting of a local issue or social movement has been mentioned above. It would also be possible to link this in with the media topic (the representation of groups in the media). For example, video evidence of news reporting on demonstrations and social protest. The published series "*Issues*" (Independence Publication) – formally known as "*Issues of the 90s*" has whole volumes dedicated to some of the new Social Movements. This is a collection of photocopiable articles from a wide variety of sources. Of course, the Internet is certainly a useful resource. Candidates can log onto related websites of New Social Movements, surrounding, for example environmentalism as well as offering access to the archives of many national newspapers.



## SECTION D: INDICATIVE SCHEMES OF WORK

### 8 Topic area: The Family and Identity

**NUMBER OF WEEKS: 8**

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
1	Individual Identity	The development of individual identity and the learning of social roles.	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Norms</li> <li>• Values</li> <li>• Roles</li> </ul>	<p>Pupil activity: brainstorm “Who am I?” – consideration of identity.</p> <p>Introduction to Norms, values and roles.</p>	<ul style="list-style-type: none"> <li>• Wilson and Kidd page 29-31; Moore, page 6-13; Browne page 7-8</li> </ul>
2	The learning of culture	The role of socialisation in creating identity. The importance of the family in contributing to socialisation.	<ul style="list-style-type: none"> <li>• Socialisation               <ul style="list-style-type: none"> <li>(a) Social Control</li> <li>(b) Culture</li> <li>(c) Family</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Case studies of ‘non-socialised’ children.</li> <li>• Definitions of key concepts – how different societies teach different attitudes /values / beliefs.</li> <li>• Teacher led discussion – how does the family contribute to socialisation? (Refer to social control).</li> </ul>	<ul style="list-style-type: none"> <li>• e.g. The wolf boy – Moore, page 3; wolf girls – Wilson and Kidd, page 33</li> </ul>
3	Functions of the Family	What is the Family? Have the functions of the family changed?	<ul style="list-style-type: none"> <li>• Nuclear, extended, lone-parent and reconstituted families</li> <li>• Community</li> <li>• Welfare state</li> </ul>	<ul style="list-style-type: none"> <li>• Survey among the class on types of family experienced. Written OHP on definitions.</li> <li>• A comparison of functions between pre-industrial and industrial society: pupil research / written notes.</li> </ul>	<ul style="list-style-type: none"> <li>• OHP sheets</li> <li>• Moore, page 118-120; Wilson and Kidd page 124-125; Browne page 245-260</li> </ul>

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
4	Changing family structures	The diversity of Family types in contemporary Britain. A consideration of the trends relating to marriage, divorce and re-marriage and the implications which this has for the family.	Family(ies); Households; kinship; marriage Divorce; cohabitation; Serial Monogamy	<ul style="list-style-type: none"> <li>Analysis of trends in Marriage; cohabitation and divorce (link with AO2).</li> <li>Group brainstorm activity: 'Why do people get divorced?' and 'What has caused the increase in divorce'.</li> <li>Is Marriage a dying institution? (possible subject for assessment / essay / debate).</li> </ul>	Wilson and Kidd page 134-139; Moore page 132-138; Browne page 262-264; page 272-276
5	Family diversity (class, gender, ethnicity); Cultural diversity	A consideration of the variety of family types and structures according to class, gender and ethnicity. Cross Cultural evidence of family diversity and alternatives to the family.	Working class/ middle class; Homosexual families; Matrifocal Patrilineal families. Polygamy/Monogamy; Kibbutzism;	Group work on the portrayal of different family types in soap operas. Written notes on diversity. Group work – research on cross-cultural family diversity, feedback to class.	Moore, page 127; Wilson and Kidd page 133-134  Wilson and Kidd, page 125-127; Moore, page 128-130; Browne page 287-89
6	A critical analysis of the nuclear family	Is the nuclear family positive and beneficial or negative and outdated?	Lone Parent families; New Right Consensus, conflict; The dark side of the family; Feminism; Role of children	Work on this topic could be organised around a debate or an essay, focusing on the issue of whether the nuclear family is the 'best' family type, and the criticism which has resulted from domestic and child abuse. Lone Parent families: media representations v. reality.	Wilson and Kidd, page 118-124; Moore page 121-127; Browne page 277-80; page 280-286 (dark side of family).

<b>Week No.</b>	<b>Topic area</b>	<b>Content</b>	<b>Key concepts</b>	<b>Activities / Assessment</b>	<b>References / Resources</b>
7	Changing family relationships	Domestic division of labour debate. Changing relationship between parents and children.	Conjugal roles Symmetrical family Patriarchy	An analysis of trends (link with AO2); students could consider the division of domestic labour in their own homes.	Contemporary Social trends (eg. BSA survey); Wilson and Kidd page 129-132; Moore page 139-142; Browne page 265-269; 270-271 (role of children)
8	Assessment	Project or essay or assessment test.		Is the nuclear family dead? – a Consideration of the future of families and households. Are conjugal roles becoming more symmetrical – research project (as an introduction to methods).	

**9 Topic Area: Protest and Social Movement**

**NUMBER OF WEEKS: 6**

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
1	Definitions / types of Social Movements	A consideration of what constitutes a 'Social Movement'.	Beliefs Ideology Political action	<ul style="list-style-type: none"> <li>Using a specific case study or example, encourage students to draw out defining aspects of social movements. Examples can be taken from environmentalism (Swampy; The Tree people etc.) or Animal Welfare (e.g. opposition to the transportation of animals at Brightlingsea, Essex). Use an Internet-based broadsheet newspaper search engine, for detail. Pupils to investigate one example in small groups and report back on their features. Sociology review has a couple of relevant articles, although they are pitched at a higher level than GCSE – useful as a teacher resource.</li> <li>Discussion: are all social movements the same? (hint: class, gender, ethnicity – idea of political action). Many are 'single issue' movements. Introduce the term 'ideology'.</li> <li>What beliefs, if any, would pupils be prepared to commit to.</li> </ul>	<p>Newspaper archive websites, for example: www.guardian.co.uk</p> <p>Local newspaper reports of social movements and their activities.</p> <p>Issues series – various editions on environmentalism</p> <p><b>Sociology Review:</b> Vol 8 Number 4: “<i>Social and Political movements</i>” (Alan Scott) Vol 9 Number 4: “New age travellers” (Greg Martin)</p>

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
2	Social Movements in action. How and Why Social Movements develop	What is the relationship between the beliefs, lifestyle and action of Social Movements? Factors which make a group become a social movement. How groups grow, gain influence and become successful. Does the existence of Social movements promote democracy?	Lifestyles Social Exclusion Powerlessness Social deprivation	<ul style="list-style-type: none"> <li>Again, use concrete examples of Social Movements to draw out the concept of lifestyle. Use newspaper articles; localised ones would get pupil interest.</li> <li>If possible, you could get a speaker in who has been involved in a social movement – focus on the last Concepts points.</li> </ul>	Newspapers or newspaper internet search (e.g. www.guardian.co.uk)  Outside speakers
3	Common Themes of Social Movements.	Despite their differences, what strands link social movements together?	Class Gender Ethnicity	<ul style="list-style-type: none"> <li>Possible assessment piece about the features and common strands of social movements, linking this with material from week 1.</li> <li>Again, teach through using examples. e.g. The new “eco-toffs” (upper class environmentalists).</li> </ul>	Moore page 268-269
4	The nature of Protest	How do students themselves protest? How effective is protest? The role of protest in a democracy.	Protest	<ul style="list-style-type: none"> <li>Discussion/group work. Start with a student perspective – e.g. set up a scenario and ask students to think of the different ways they could protest. Which would / could be most effective? (e.g. Abolish School Uniform).</li> <li>This should lead onto the effectiveness of protest.</li> </ul>	Wilson and Kidd page 257; 267-272; Moore page 269-271

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
				<ul style="list-style-type: none"> <li>Notes on the role of protest in a democracy (with reference to pressure groups – covered in core topic area of Power and Citizenship).</li> </ul>	
5 and 6	How groups protest	Different types of protest. Protest and community involvement.	Legitimate and illegitimate protest; Direct and Indirect action.	<ul style="list-style-type: none"> <li>Group work / presentations on case studies using different types of protest. There is a wealth of information to use; for example: <ul style="list-style-type: none"> <li>May Day protesters; Oldham race-related protests/riots (community involvement).</li> </ul> </li> <li>Get students to comment on effectiveness of different types of protest.</li> <li>Sociology Review article (ibid.) on New Age Travellers comments on the effects and influence of the public order Acts.</li> <li>Written notes on different types of protest from any of the standard GCSE Sociology text books.</li> </ul>	<p><b>Citizenship in Focus</b> series: “<i>Democracy in Action</i>” (Collins Educational).</p> <p>Moore “Sociology Alive”</p> <p>Wilson and Kidd “Sociology for GCSE”</p> <p>Sociology Review</p> <p>Newspaper articles – examples of protest; Video footage of, for example, international protest.</p>

10 Topic Area: Work and Employment

NUMBER OF WEEKS: 8

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
1	<p>What is work?</p> <p>Why do people work?</p>	<p>Definitions and meanings.</p> <p>An exploration of different definitions of work and the problems of defining what work means.</p> <p>Why is work so central?</p> <p>Intrinsic and extrinsic sources of job satisfaction.</p>	<p>Work</p> <p>Employer / Employees</p> <p>Leisure</p> <p>Intrinsic / Extrinsic satisfaction</p>	<ul style="list-style-type: none"> <li>Class discussion / brainstorm around question "What is work?"</li> <li>Group work – List why paid work is so important. Use diagram in Browne book page 369 "<b>The Importance of Work</b>".</li> <li>Student research task: Ask parents / adults why they work. Divide reasons into intrinsic / extrinsic satisfaction.</li> </ul>	<p>Wilson and Kidd page 191-196</p> <p>Browne page 368-371</p> <p>Moore page 205-206</p>
2	<p>The influences of work and unemployment</p>	<p>How work influences life chances, family life and standard of living.</p> <p>What are the differences between the experience of being self-employed v. employed? How does paid work influence our non-working lives?</p>	<p>Life chances</p> <p>Self employed</p>	<ul style="list-style-type: none"> <li>Written notes on different types of paid employment: Employees; Self-employed.</li> <li>Case studies – look at how paid work influences whole life by comparing people with different jobs – could get outside speakers in.</li> </ul>	<p>Wilson and Kidd page 196-197</p> <p>Browne page 369</p>
3	<p>Unemployment</p>	<p>The causes of unemployment.</p> <p>The distribution of unemployment by class, gender, ethnicity and region.</p>	<p>Structural v. individual reasons for unemployment.</p>	<ul style="list-style-type: none"> <li>Discussion (depending on socio-economic position of area) of direct experiences of unemployment and it's causes.</li> <li>Written notes / questions from text books on reasons and distribution.</li> </ul>	<p>Wilson and Kidd page 213-220 (Highly recommended)</p> <p>Browne page 371-376</p> <p>Moore page 217-226</p>

Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
4	Technological developments and effect on employers / employees	How has the nature of work changed in terms of technological developments? Include expansion and relevance of ICT (e.g. Global conferencing). How does changing technology affect workers' attitudes?	Mechanisation Automation Computerisation Re-skilling De-skilling Alienation	<ul style="list-style-type: none"> <li>Active learning: Individually, students are asked to design and produce a greetings card. The scenario is then given that production needs to be increased. How? Discussion. Make cards again, using an assembly line method. Discuss advantages/disadvantages.</li> <li>Alternatively, arrange a class visit to a local factory with high levels of automation (E.g: Cadbury's; Ford).</li> <li>Written notes / activities from text books.</li> </ul>	Moore page 199-201 Browne page 376-386 Wilson and Kidd page 197-202
5	Changing patterns of work	How the nature of work has changed with a decline in the idea of a 'job for life'; increase in part-time, flexible working patterns; working from home. Changes in the type of work – e.g E-Mail; expansion of call-centres.	Full time work Part time work Flexi-time	<ul style="list-style-type: none"> <li>Group work: Log onto a newspaper archive web-site and search for articles on: part time work; working from home; a job for life; Call centres and ask students to list some advantages and disadvantages.</li> <li>Class survey of parents – how many still work a traditional 9-5 day.</li> </ul>	<a href="http://www.guardianunlimited.co.uk">www.guardianunlimited.co.uk</a>



Week No.	Topic area	Content	Key concepts	Activities / Assessment	References / Resources
6 and 7	What is the influence of gender, ethnicity and age on employment opportunities and life chances?	An examination of the influences affecting equality of work; references to recent legislation where appropriate. Gender: double burden. Ethnicity: discrimination. Age: retirement and it's social implications.	Pay Working conditions Career opportunities Double burden Discrimination retirement	<ul style="list-style-type: none"> <li>Written notes and activities.</li> <li>Outside speakers: e.g. ask Age Concern to give a talk about implications of retirement.</li> </ul>	Wilson and Kidd page 202-209 (Highly recommended) Moore page 210-213
8	Different groups within the workplace	Employers and Employees. The role of management and Trade Unions. Conflicting interests.	Management Trade Unions Legislation Equal opportunities	<ul style="list-style-type: none"> <li>If you do organise a visit to a place of work (e.g. Supermarket) ask for a talk about the role of unions and management.</li> <li>Newspaper search on Internet – examples of recent union action / concerns.</li> <li>Written activities from text book.</li> </ul>	Browne page 393-395 Moore page 215-216 Wilson and Kidd page 209-212

## Resources

The final column in the scheme of work outlines the student and teacher resources which could be utilised; either as whole class texts or reference books. The texts referred to are:

Wilson P. and Kidd A. **Sociology for GCSE** (Collins, 1998) ISBN 0-0032-2449-9

Moore S. **Sociology Alive** (2<sup>nd</sup> Edition) (Stanley Thornes 1996) ISBN 0-7487-1531-2

Browne K. **An introduction to Sociology** (2<sup>nd</sup> Edition Polity 1998) ISBN 0-7456-2021-3

The choice of resources must be left to the individual department or teacher. All of the above named resources are aimed at GCSE Sociology students and they all cover the topic content as depicted in the scheme of work.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. However, it is recognised that many new or revised books will be published to support this and other sociology specifications. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

It is not intended that teachers/candidates need refer to all of the material quoted.

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## SECTION E: SPECIMEN QUESTIONS AND STUDENT RESPONSES

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### 11 Paper 2: Foundation Tier

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This material provides teachers with specimen scripts and student responses for the specimen papers.

The specimen responses are based upon real scripts, which are responses to the specimen papers.

#### 11.1 SPECIFICATION UNIT: METHODOLOGY

##### Content Tested

##### METHODOLOGY

Key Issue 1: How do sociologists investigate society?

Key Issue 3: How is sociological information and evidence used?

Key Concepts: Research Techniques - Questionnaires; Secondary Data; Official Statistics; Evaluation.

##### EDUCATION

Key Issue 3: What are the patterns and trends in educational achievement?

Key Concepts: Gender; Inequality; Educational Achievement.

#### Assessment Objectives and Weightings from Specification and Specimen Papers for Section A Questions

Assessment Objectives	Weightings
1. Knowledge and Understanding	50%
2. Skills	50%

**Allocation of Marks to Assessment Objectives for Specimen Question**

<b>Question</b>	<b>Total Marks</b>	<b>Assessment Objective</b>	<b>Weighting in Part Question</b>	<b>Marks Per Objective</b>
<b>1a</b>	2	2	6%	2
<b>1b</b>	6	1	13%	4
		2	7%	2
<b>1c</b>	6	1	10%	3
		2	10%	3
<b>1d</b>	6	1	10%	3
		2	10%	3
<b>1e</b>	10	1	17%	5
		2	17%	5

## Specimen Question 1

This question is taken from Section A of the Foundation Tier Specimen Paper 2.

### SOURCE A

#### Going To School

‘I worked hard because my parents said school was important. My mother and father believed that a good school could help us to get better jobs. They wanted us to escape from poverty. Education also taught us how to behave properly.’

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

- (a) From the evidence in Source A, give **two** reasons why the young person’s parents believed that school was important.

[2]

### SOURCE B

#### Level of Qualification and Earnings

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

	Male	Female
GCE A-level	£359	£245
GCSE	£335	£225
No Qualification	£279	£201

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

- (b) Source B is based upon evidence gathered from official statistics.

Using examples, describe what is meant by official statistics.

[6]

- (c) Source B is an example of secondary evidence.

Describe **two** reasons why the evidence in Source B may not be reliable or accurate.

[6]

**SOURCE C**

**Choosing Subjects at Secondary School**

**Question 1:** Are there any differences between girls and boys in choosing subjects at school?

**Answer:** 'I am sure that school affected my choice of subject. The girls usually chose GCSE Food or GNVQ Health and Social Care. The boys usually took Electronics or Computer Studies. Our teachers and careers advisers told us what to do! And then the girls usually did better in subjects like English.'

*An extract from a questionnaire completed by a female student in a comprehensive school for a GCSE Sociology research project in 1996.*

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

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

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

## Mark Scheme and Specimen Responses

### QUESTION 1 (a)

Target: Assessment Objective 2: Skills

(a) From the evidence in Source A, give two reasons why the young person's parents believed that school was important. [2]

The candidate may identify the following reasons from Source A:

- To get better jobs;
- To escape from poverty;
- Teach you to behave properly.

One mark for each correctly identified reason up to a maximum of two.

Level 2 Two reasons identified [2 marks]

Level 1 One reason identified [1 mark]

### RESPONSE A

*“ They thought it was important to get a better job. You could be employed.”*

### COMMENTARY

The candidate clearly identifies one reason. However this is repeated. This is a Level 1 response. **Mark Awarded: 1**

### RESPONSE B

*“ The parents thought that education was important because:*

- *It could help us to get a better job*
- *To escape from poverty*
- *To teach us how to behave.”*

### COMMENTARY

The candidate concisely identifies three reasons. Only **two** reasons may be credited according to the mark scheme. This is a Level 2 response. **Marks Awarded: 2**

**QUESTION 1 (b)**

**Targets: Assessment Objective 1: Knowledge and Understanding**

**Assessment Objective 2: Skills**

- (b) Source B is based upon evidence gathered from official statistics. Using examples, describe what is meant by official statistics. [6]**

Official statistics are statistical evidence and information collected and/or published by government or other accredited organisation/body.

**Assessment Objective 1**

- Level 3** Candidate reveals a good understanding and clearly explains the term [4 marks]  
**Level 2** Candidate reveals a sound understanding and explains the term [2-3 marks]  
**Level 1** Candidate reveals a basic or partial understanding of the term and explains with some lack of clarity [1 mark]

**ASSESSMENT OBJECTIVE 2**

- Level 2** Candidate uses several examples aptly to support explanation [2 marks]  
**Level 1** Candidate uses an example to support explanation [1 mark]

**[Total Marks: 4 + 2 = 6]**

**RESPONSE A**

*“ Official statistics are gotten by someone else and you can use them. You get them mainly from the Government to help you. They are quicker and easier than doing it yourself.”*

**COMMENTARY**

**Knowledge and Understanding**

The candidate reveals a partial understanding and explains the term without clarity.

**Marks Awarded: 1**

**Skills**

No examples are used to support the explanation.

**Marks Awarded: 0**

**Total Marks Awarded: 1**



## RESPONSE B

*“ Official statistics are data and information collected by the Government or other organisations for official purposes. They are published and can be used for sociological research. Examples are population statistics and crime rates. ”*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals a good understanding and clearly explains the term.

**Marks Awarded: 4**

### Skills

Two examples are used to support the explanation.

**Marks Awarded: 2**

**Total Marks Awarded: 6**

**QUESTION 1 (c)**

**Target: Assessment Objective 1: Knowledge and Understanding**

**Assessment Objective 2: Skills**

**(c) Source B is an example of secondary evidence. Describe two reasons why the evidence in Source B may not be reliable or accurate. [6]**

Secondary evidence is background material gathered by other people for other purposes but which is relevant to a sociological investigation. The candidate may identify the following reasons why this type of evidence may not be reliable or accurate and relate these to the evidence in Source B:

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

**Assessment Objective 1**

- |                |  |                  |
|----------------|--|------------------|
| <b>Level 3</b> | Candidate reveals a good understanding of the method/evidence  | <b>[3 marks]</b> |
| <b>Level 2</b> | Candidate reveals a sound understanding of the method/evidence   | <b>[2 marks]</b> |
| <b>Level 1</b> | Candidate reveals a basic or partial understanding of the method/evidence and explains with some lack of clarity | <b>[1 mark]</b>  |

**Assessment Objective 2**

- |                |  |                  |
|----------------|--|------------------|
| <b>Level 3</b> | Candidate clearly identifies three reasons why this type of evidence may not be reliable or accurate and relates these to the evidence in the Source | <b>[3 marks]</b> |
| <b>Level 2</b> | Candidate clearly identifies two reasons why this type of evidence may not be reliable or accurate and relates these to the evidence in the Source   | <b>[2 marks]</b> |
| <b>Level 1</b> | Candidate clearly identifies one reason why this type of evidence may not be reliable or accurate and relates this to the evidence in the Source     | <b>[1 mark]</b>  |

**[Total Marks: 3 + 3 = 6]**

## RESPONSE A

*“ Because secondary evidence is not your own you don’t know if its truthful. There might be mistakes. Also the Government might try to look good. Maybe they make it look as if people earn more to look good.”*

### COMMENTARY

#### Knowledge and Understanding

The response relates to the nature of secondary evidence and shows a basic understanding of the method, although it is implicit and somewhat unclear. Positive achievement is rewarded at Level 1.

**Marks Awarded: 1**

#### Skills

The candidate identifies two reasons why the evidence may not be reliable or accurate; the possibility of mistakes and the potential bias of Government statistics on earnings. The answer is related to the evidence in the Source, though it is not well developed.

**Marks Awarded: 2**

**Total Marks Awarded: 3**

## RESPONSE B

*“ Secondary evidence is useful to give background information for research but it can be inaccurate for many reasons. Government statistics like these can be biased. They may want to put themselves in a good light. Also they are gathered for other reasons which are not part of your research so they may be not useful. Sometimes there are errors in the statistics which you don’t know about and you can’t check. You can’t find out if people earn more than they say too. Sociologists have to be careful when using secondary evidence.”*

### COMMENTARY

#### Knowledge and Understanding

The response relates to the nature of secondary evidence and just shows a good understanding of the method.

**Marks Awarded: 3**

#### Skills

The candidate identifies three or more reasons why the evidence may not be reliable or accurate; the possibility of errors, being gathered for other purposes and the potential bias of Government statistics on earnings in particular. The answer is related quite well to the evidence in the Source.

**Marks awarded: 3**

**Total Marks Awarded: 6**

**QUESTION 1 (d)**

**Target: Assessment Objective 1: Knowledge and Understanding**

**Assessment Objective 2: Skills**

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

There are three main areas of discussion/issues:

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

**Assessment Objective 1**

**Level 3** Candidate reveals a good understanding of the method/sampling/source [3 marks]

**Level 2** Candidate reveals a sound understanding of the method/sampling/source [2 marks]

**Level 1** Candidate reveals a basic or partial understanding of the method/sampling/  
source and explains with some lack of clarity [1 mark]

**Assessment Objective 2**

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

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

**Level 3** Candidate clearly evaluates two areas with explanation [3 marks]

**Level 2** Candidate clearly evaluates one area with explanation [2 marks]

**Level 1** Candidate identifies one or more area without explanation [1 mark]

**[Total Marks: 3 + 3 = 6]**

## RESPONSE A

*“ There is only one person in this research so you can’t generalise to other people. What about boys? Half of the population is ignored. Also it is only one school, one classroom, one teacher; one place! There should be many more people so that it is more true to life. The person may not be like other people.”*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals a sound understanding samples, giving several examples of the limited nature of the sample for generalising to the wider population of all school students. However there is discussion of other aspects of the evidence.

**Marks Awarded: 2**

### Skills

The candidate identifies the sample for evaluation. The discussion is clear and reveals critical awareness of the limitations of the sample, for example highlighting groups of people that the sample may not represent. Explanation is simple but clear. It is a little repetitive at times – one example would be sufficient. There is no discussion of the source or nature of the evidence.

**Marks Awarded: 2**

**Total Marks Awarded: 4**

## RESPONSE B

*“ The evidence is useful in some ways but not others. It gives the sociologist an idea of choosing subjects by girls in schools but not all girls will be the same. They might have different views or reasons. The girl may not be representative of other people. The girl’s school may also be different from others. It could be not useful for other types of school.*

*The research was carried out in 1996. This is out of date now. Things might have changed since then. So you can’t find it useful for today. A GCSE study may not be very professional too. The person doing the work may not have good training. The research is also done by questionnaires, which is good and bad. If there was biased questions or not clear questions there could be problems. Maybe the girl did not understand the question too.*

*I don’t think that the Source is very useful because it could be very inaccurate for lots of reasons.”*

## **COMMENTARY**

### **Knowledge and Understanding**

The candidate reveals a sound to good understanding of sampling, the source and the method used to generate the evidence. It is a wide-ranging response, though understanding of some aspects is fuller than others. To reward positive achievement this should be seen as a Level 3 response overall.

**Marks Awarded: 3**

### **Skills**

Three areas of discussion are highlighted. The candidate evaluates the sample, source and nature of the evidence. The discussion is generally clear and reveals critical awareness of the limitations of the evidence, for example highlighting groups of people that the sample may not represent, problems associated with interviews and the datedness of the source. Explanation is clear but not extensive.

**Marks Awarded: 3**

**Total Marks Awarded: 6**

**QUESTION 1 (e)**

**Target: Assessment Objective 1: Knowledge and Understanding**

**Assessment Objective 2: Skills**

**(e) ‘Girls are achieving higher examination results than boys in school.’**

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

**[10]**

Candidates may identify the following:

Aspects of social life:

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

Possible methods:

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

Possible types of evidence:

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

### Assessment Objective 1

- Level 3** Candidate reveals good knowledge and sound understanding of area of social life and a range of methods and sources of evidence, primary and secondary [4-5 marks]
- Level 2** Candidate reveals basic knowledge and understanding of area of social life and several methods/sources of evidence [2-3 marks]
- Level 1** Candidate reveals limited knowledge and some partial understanding of area of social life and limited methods/sources of evidence [1 mark]

### Assessment Objective 2

- Level 3** Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation [4-5 marks]
- Level 2** 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 [2-3 marks]
- Level 1** Candidate selects some methods and sources of evidence but these are implicit and not explained clearly [1 mark]

[Total Marks: 5 + 5 = 10]

### RESPONSE A

*“ Why do girls do better than boys in school? Is this true. It is quite easy to find out about this and test the claim that girls are getting better results than boys. The first thing to do is look at the exam results and league tables. This will show which sex is getting the best results. You could also talk to teachers and pupils. Using questionnaires would work well. But you have to be careful not to use leading questions. You get the views of people in schools using questionnaires. This makes the results more truthful.”*

### COMMENTARY

#### Knowledge and Understanding

The candidate reveals basic knowledge and understanding of the area of social life i.e. schools and educational achievement. Knowledge and understanding of methods and sources of evidence is also sound but not well developed. Several sources/methods are identified but not fully described. **Marks Awarded: 2**



## Skills

The candidate makes several clear connections between the methods and sources and the purpose of the research, for example linking exam result league tables to the statement to be tested, and the value of questionnaires. However there is little reasoned explanation. The response is at top Level 2.

**Marks Awarded: 3**

**Total Marks Awarded: 5**

## RESPONSE B

*“ The claim about girls in school doing better than boys is true. To test the claim and prove what I believe will not be easy. Many different pieces of evidence will be needed. Sociologists should start by using secondary evidence that is already available. This is useful background and can give ideas about what to study yourself. The exam results of different schools should be looked at. Lots of schools would be used to get an accurate picture. If girls get better exam results overall then the statement is true.*

*Then there should be questionnaires and interviews with teachers to ask them about girls and boys in school and how well they work. If girls work harder than boys then this would be good evidence. Maybe the boys want to show off and not be well behaved. Teachers will know what happens in schools. The questionnaires could be for many schools and you could do a case study of one school for a more in-depth picture.”*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals good knowledge of schools and some of the factors that affect achievement. A range of methods and sources of evidence are identified and described clearly and concisely. Understanding is sound. A little more description would be helpful.

**Marks Awarded: 4**

### Skills

The candidate explains the selection of methods and sources of evidence quite well. This is linked clearly to the aims of the research and reasons are given. The answer could be developed in a little more detail, but is quite sophisticated for the Foundation level paper. This should be credited with as a Level 3 response.

**Marks Awarded: 4**

**Total Marks Awarded: 8**

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## 12 Paper 3: Higher Tier

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This material provides teachers with specimen scripts and student responses for the specimen papers.

The specimen responses are based upon real scripts, which are responses to the specimen papers. They have been modified very slightly for the purposes of this material.

### 12.1 SPECIFICATION UNIT: FAMILY AND IDENTITY

#### Content Tested

Key Issue 1: What is the relationship between individuals and families?

Key Issue 3: How and why are family relationships changing?

Key Concepts: Family Structure; Socialisation; Family Roles

#### Assessment Objectives and Weightings from Specification and Specimen Papers for Section b Questions

Assessment Objectives	Weightings
1. Knowledge and Understanding	76%
2. Skills	24%

#### Allocation of Marks to Assessment Objectives for Specimen Question

Question	Total Marks	Assessment Objective	Weighting in Part Question	Marks Per Objective
2 (a)	6	1	24%	6
2 (b)	9	1	28%	7
		2	8%	2
2 (c)	10	1	24%	6
		2	16%	4

## Specimen Question 2

This question is taken from **Section B** of the Higher Tier Specimen Paper 3.

- 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]

[Total: 25 Marks]

## Mark Scheme and Specimen Responses

### QUESTION 2 (a)

Target: Assessment Objective 1: Knowledge and Understanding

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

The candidate may identify the following types of family structure:

- Nuclear
- Extended
- Monogamous
- Polygamous
- Single parent
- Reconstituted
- Other reasonable response

One mark available for each type identified; additional mark available for suitable clear description.

**Total Marks: 6**

## Specimen Responses to Question 2 (a)

### RESPONSE A

*“ I think there are nuclear familys which are very small without many people. There is also single parents familys.”*

### COMMENTARY

The candidate has clearly identified two types of family structure – nuclear and single parent. Although there is an attempt to describe the nature of nuclear families the response is unclear and ambiguous. Therefore there is no clear description of either type of family structure identified.

**Marks Awarded: 2**

### RESPONSE B

*“ There are many different types of family. The most important is the nuclear family. This has two parents and the children. There is usually one or two children today. Also there is the extended family that has the same people but with others to. For example the grandparents and other generations as well as the parents and kids. This means that they give help to one another. This could be looking after the children while the parents are out at work.”*

### COMMENTARY

This candidate clearly identifies two family structures – nuclear and extended. Both are described reasonably clearly and accurately, though there are errors in written communication.

**Marks Awarded: 4**

### RESPONSE C

*“ In Britain today many types of families exist. There are different family structures. I shall explain nuclear, single parent and reconstituted families. Nuclear families are usually when a married couple live with their children. No other people live with them. Single parent families are when a mother or father alone lives with their children and brings them up on their own. Finally the reconstituted family is when two families join up that have been split, usually due to divorce. Two adults remarry and live together, often with children from both of the previous marriages. There can be other reasons why people want to live with new people and make a new family from several older ones.”*

### COMMENTARY

The candidate clearly identifies three family structures – nuclear, single parent and reconstituted. Each type of family structure is described simply but clearly enough to be credited. Although the descriptions could be fuller there is sufficient response to be awarded full marks.

**Marks Awarded: 6**

**QUESTION 2 (b)**

**Target: Assessment Objectives 1: Knowledge and Understanding**

**Assessment Objectives 2: Skills**

**(b) Using examples, explain how boys and girls are socialised differently within families.**

**[9]**

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.

**Assessment Objective 1: Knowledge and Understanding**

**Knowledge and Understanding of Social Structures and Processes**

**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 marks]**

**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 marks]**

**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 marks]**

**Assessment Objective 2: Skills**

**Use of Information and Evidence to Construct Arguments**

**Level 2** Candidate uses a range of information and evidence to construct and support clear arguments [2]

**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]

**[Total Possible Marks: 7+2 = 9]**

**Specimen Responses to Question 2 (b)**

**RESPONSE A**

*“ Boys and girls are treated differently right from the start. From when they are born. It’s not just the parents but everyone. They give different toys and types of books. They even talk to them in different ways. This way they become little boys and little girls. The girls toys are like little dolls and ponies, but the boys get guns and cars. There are many other examples too.”*

**COMMENTARY**

**Knowledge and Understanding**

The candidate reveals a basic knowledge and understanding of two aspects of the socialisation process of boys and girls in families – differentiated actions of parents and use of language. Some relevant examples are used. However there is little understanding of the links between structures and processes.

**Marks Awarded: 2**

**Skills**

A limited amount of information is used simply to make arguments that lack clarity at times.

**Marks Awarded: 1**

**Total Marks Awarded: 3**

## RESPONSE B

*“ Socialisation is an important process. It leads to many of the differences that exist in the behaviour of boys and girls. The family is one of the most important places for socialisation.*

*When a child is cared for by parents they tend to choose different types of clothes, toys, activities and things from the media for them. These are based on the typical boy and girl. For example boys get to do football and the girls go to ballet and dance. Boys wear trousers and shirts but the girls wear dresses and pretty things! This goes on and on!*

*Mothers and fathers also teach them different things. This is through language and the way they are asked to do things in the home. It is very complicated and it happens all the time.”*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals some good knowledge and understanding of three aspects of the socialisation process of boys and girls in families – differentiated actions of parents, role models and use of language. Some relevant examples are used. There is a little understanding of the links between structures and processes, particularly in relation to behaviour in general, though this is not well developed.

**Marks Awarded: 4**

### Skills

A relatively limited amount of information is used to make some arguments that are generally clear. This just reaches Level 2.

**Marks Awarded: 2**

**Total Marks Awarded: 6**

## RESPONSE C

*“ Sociologists have studied socialisation in great detail, especially in the family. This is one of the most important places for children to learn their gender roles. Socialisation is a very powerful process that affects all children. It is partly because the boys and the girls are treated differently in the family socialisation process that they have different roles and positions in society.*

*How does this happen? It starts from the day the child is born. The type of clothes they wear can be stereotyped colours and designs. For example the boys get to wear shorts and the girls dresses. Blue for a boy and pink for a girl. As they get older the parents channel them into different hobbies and play. For example the girls play with dolls and the boys play more games like football. The boys are encouraged to be more active. Both are given things to do that are typical for their sex. Parents also use language differently with each sex.*

*Of course this is also reflected in the books and the other media the children are given or allowed to see. Parents also act as role models. The boys will help the father mend the car while the girls help Mum with the housework.”*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals good knowledge and understanding of four aspects of the socialisation process of boys and girls in families – differentiated actions of parents, role models, the media and use of language. Some aspects are explained more fully than others. Some relevant examples are used. There is an understanding of the links between structures and processes, particularly in relation to the roles and position of men and women in society. Understanding is quite precise and reveals awareness of complexity of social life at times.

**Marks Awarded: 6**

### Skills

A range of information is used to make a number of arguments that are clearly structured and well supported by evidence and reference to sociological concepts. This easily reaches Level 2.

**Marks Awarded: 2**

**Total Marks for the Question: 8**



## QUESTION 2 (c)

**Target: Assessment Objective 1: Knowledge and Understanding**

**Assessment Objective 2: Skills**

**(c) ‘Family relationships today are still unequal.’ Evaluate this claim. [10]**

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

### OBJECTIVE 1

#### Knowledge And Understanding

- 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 marks]**
- 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 marks]**
- 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 marks]**

## OBJECTIVE 2

### Skills

Use of information to construct and evaluate arguments; quality of written communication

- 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 marks]**
- 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 marks]**
- 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 marks]**
- 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 mark]**

**[Total Possible Marks: 6 + 4 = 10]**

**[Overall Marks for Question: 25]**

**RESPONSE A**

*“ Men and women will never be the same. Women have to stay at home and look after the children. Men go out to work to earn a living. They have different jobs in the family. This means that men have more say in things like spending money. It is changing but they cant be equal. More women go out to work now so there is more sharing of the housework and more money to spend. But men earn more most of the time so they still have more say in the end.”*

**COMMENTARY**

**Knowledge and Understanding**

The candidate reveals some basic knowledge and understanding of two aspects of the changing nature of family relationships – sharing of roles in the home and work. There is little awareness of the complexity of social life, though there is acknowledgement of social change. This is a Level 1 response.

**Marks Awarded: 2**

**Skills**

The candidate uses limited information to construct simple arguments that lack some clarity at times. There is some attempt to evaluate the argument at a simple level, though this is not well developed. Spelling, punctuation and grammar are often inaccurate, though meaning is usually clear. Specialist terms are not used. This is a Level 1 response with some elements of Level 2, but not quite there!

**Marks Awarded: 1**

**Total Marks Awarded: 3**

## RESPONSE B

*“ According to some sociologists the family is becoming more symmetrical. The parents are now sharing more of the roles in the family and more of them are both going out to work to earn money too. This means that the male and the female are becoming more equal, so I don’t agree with the statement. They are getting equal. You see this every where now. Both parents do the housework and look after the children. Both make the decisions together. The effects of feminism are plain to see. With girls doing better than boys in education as well there will be a time when women may become above men in society.”*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals some good knowledge and sound understanding of three aspects of the changing nature of family relationships – sharing of roles in the home, decision-making and work. Some evidence is used, though limited in scope overall. There is awareness of the complexity of social life, the links between processes and structure, and there is acknowledgement of social change. This is a Level 2 response.

**Marks Awarded: 3**

### Skills

The candidate uses a range of information to construct arguments that relate to the central issue well. There is an attempt to evaluate the argument that is well developed, though not balanced. Spelling, punctuation and grammar are usually accurate and meaning clear. Specialist terms are used. This is just a Level 3 response.

**Marks Awarded: 3**

**Total Marks Awarded: 6**

## RESPONSE C

*“ It is true that families are changing and becoming more equal for spouses and also for children. Young and Wilmott talked about the symmetrical family in their study of the family. I think that there is a lot of truth in this. With more women going out to work there is more equality between men and women in the home. Both share the roles in the home and go out to work. This is an equal relationship in the main aspects of the family.*

*All of this is due to changes in economic life and the influence of the women’s movement. It all started during the second world war too, when women had to work and men go to fight. However the old ways die hard and there can sometimes be some differences in family relationships. For example men still don’t do as much housework and they often earn more money than women. This was shown by the study of housework by Oakley.*

*Children are also more central to family life now. Although they don’t go to work until they are quite old, they are the main focus of families, which are more child centred. This means that children are listened to when making decisions. For example about where to go on holiday and how to spend leisure time in general.*

*To conclude families are more equal than they were fifty years ago but there are still some differences – they are not equal yet.*

## COMMENTARY

### Knowledge and Understanding

The candidate reveals wide-ranging knowledge and accurate understanding of four aspects of the changing nature of family relationships – sharing of roles in the home, decision-making, work and the role of children. Much evidence is used, and unusually this is related to past sociological studies as well. There is great awareness of the complexity of social life, the links between processes and structure, and there is acknowledgement of social change. This is a good Level 3 response.

**Marks Awarded: 6**

### Skills

The candidate uses a wide-range of information to construct substantiated arguments that relate to the central issue very well. There is a well developed evaluation that is balanced. Spelling, punctuation and grammar are accurate and the meaning is clear and unambiguous. Specialist terms are used. This is a Level 4 response.

**Marks Awarded: 4**

**Total Marks Awarded: 10**

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## **SECTION F: EXAMPLES OF MARKED COURSEWORK**

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This section of the Teacher's Guide encloses three examples of GCSE Sociology Coursework which have been marked according to the mark scheme on pages 44-48 of the specification.

**EXAMPLE 1**

Centre Number		Centre Name	
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Candidate Number		Candidate Name	
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ASSESSMENT OBJECTIVE 1 – KNOWLEDGE AND UNDERSTANDING					
	LEVEL		MARK		COMMENTS
<b>Objective 1:1</b> Social Structures, Processes, Concepts and Issues	3	4	6	8	
<b>Objective 1:2</b> Sociological Methodology and Research Strategies	4	4	7	8	
ASSESSMENT OBJECTIVE 2 – SKILLS					
	LEVEL		MARK		COMMENTS
<b>Objective 2:1</b> Location, selection and acquisition	3	3	3	3	
<b>Objective 2:1</b> Results and conclusions	2	3	2	3	
<b>Objective 2:2</b> Analysis and Interpretation of evidence	3	4	3	4	
<b>Objective 2:2</b> Evaluation	3	4	3	4	
<b>Objective 2:3</b> Aims and Methods	2	3	2	3	
<b>Objective 2:3</b> Results and Conclusions	3	3	3	3	
<b>Objective 2:4</b> Presentation of evidence, information and data	4	4	4	4	
<b>Total Marks</b>			<b>33</b>	40	Overall Comments:

EUTHANASIA  
DOES THE  
LAW  
PUNISH  
SUICIDE  
&  
OPINION?  
CAPITAL PUNISHMENT



# CONTENTS

PAGE	
1	TITLE MY HYPOTHESIS AIMS
2	METHODOLOGY PILOT STUDY
3	SAMPLING COLLECTION OF DATA:- RESEARCH METHODS CHOSEN METHOD
4	
5	SECONDARY EVIDENCE
6	CURRENT RESEARCH ON MY TOPICS
7	FINDINGS:- PRIMARY RESEARCH FINDINGS SECONDARY RESEARCH FINDINGS:-
8	
10	ANALYSIS INTERPRETING GRAPHS
12	FINDINGS LINKED TO AIMS SOURCES
13	QUESTIONNAIRES EVALUATION & CONCLUSIONS BIBLIOGRAPHY

*Title:*

My coursework topic is on euthanasia, suicide and capital punishment. I am investigating 'whether the law reflects public opinion'; to answer this I am going to question people about their views on the aforementioned subjects. I chose this topic because the ethics of Capital Punishment, Suicide and especially Euthanasia interested me. I hope to answer the question of whether the law reflects public opinion.

*My Hypothesis:*

**Euthanasia:**

I predict that the public will think Euthanasia should not be illegal.

**Capital Punishment:**

I predict that people will believe Capital Punishment should continue to be illegal.

**Suicide:**

I think the public opinion will be that Suicide is a cowardly act and should continue to be illegal.

*Aims:*

General area- Crime and Deviance, I picked this option of the syllabus because I wanted to understand deviancy and how it's viewed by the public.

Specific area- Gender, Crime and peoples' opinions of illegal actions.

1. To examine public opinion of whether suicide, euthanasia and capital punishment should be illegal.
2. To examine whether gender affects how people view these areas.
3. To discover whether age affects the view points on these subjects.
4. To discover if people have considered suicide or been involved in potential euthanasia.
5. To discover whether the agencies available to help suicidal people are trusted and would be used.

6. To discover the preferred method of capital punishment; if reintroduced.

### *Methodology:*

I am using a self-completion, closed question, questionnaire to collect information on public opinion. A formal, structured questionnaire will allow me to gather just the information I require, in turn making it easier to process into a table or graph.

For my questionnaire I will take a stratified random sample of the public, interviewing equal numbers of men and women, in order to find out whether gender affects public opinion.

### *Pilot Study:*

(Please see appendix A for a blank copy and Appendix B for a completed copy of my pilot study).

To ensure the questions and instructions of my questionnaire are understandable, functional and efficient I will perform a Pilot Study, asking a random sample of the public. My survey population will be of men or women between the ages of 16 to 65+. I chose this age range because, it could be questioned that any age below 16 may not grasp the concepts of euthanasia, capital punishment and suicide, and therefore not be able to answer or answer questions sensibly; the questions in my questionnaire. I simply stopped at '65+' because, theoretically you could go on forever.

After performing my Pilot Study, I found that one of my questions needed altering. Question 4. on euthanasia needed changing - respondents weren't answering fully, so I added- 'Why?' into the question.

## Sampling:

There are good and bad points to the type of sampling I chose. With a stratified random sample, as I said before, I get an equal amount of men and women, so that I can assess whether gender affects public opinion. By doing a random sample I should get a variety of public opinions. However, with a stratified random sample I will have 50 questionnaires to be filled in by 25 men and 25 women and with 4 pages to a questionnaire how many people will be willing to be questioned? Also, only one area of society/county will be used because I don't have the facilities or time to travel around the country. ✓

	Male	Female
Sample No.	25	25
Age Range	16-25	16-25
	26-35	26-35
	36-45	36-45
	46-55	46-55
	56-65	56-65
	65+	65+

## *Collection of Data:*

### Research Methods:

I have two ways of collecting data, an interview or questionnaire. To each method there are many different types: an interview can be; 'Structured' or 'Unstructured'. I will begin by explaining the methods and their good points. Structured involves a fixed set of questions to be asked, and they must be asked in the same order and using the same language every time. Unstructured, where the structure is free flowing but the interviewer must bring up certain topics into the discussion to help lead the interviewee. Types of questionnaire are; 'Open Question' and 'Closed Question'. An Open questionnaire allows you to explain your answers in full instead of a closed questionnaire where you must answer using the given parameters e.g. 'yes or no'. A Closed questionnaire will allow the data to be processed much easier into graphs etc. 'Open Question' can

also be used in an Unstructured Interview, where you can use a tape recorder to record the response from the interviewee.

To each of these methods there are; general problems including:

- Whether you can rely on the answers you are given.
- Whether respondents refuse to answer certain questions.
- Whether they fully understand or answer questions.
- Whether they answer fully to questions.
- Whether there is 'Interviewer Bias'. A big problem, particularly with both types of interview. If an interviewer is biased he/she may try to influence the respondent, which would make the interview an unreliable source of data.

There are also individual problems with each method. When using Structured interviews:

- The respondent may not be able to give useful information as he/she was not prompted by the question.

When using Unstructured Interviews:

- The interview cannot be duplicated and so any two interviews can contain different data.
- The data gathered cannot be easily processed into graphs and charts.

When using Open Question questionnaires:

- The data collected can be hard to process into graphs and charts.

When using Closed Question questionnaires:

- The respondent is limited to how much he/she can write in answer to questions.

### Chosen Method:

I have chosen to use a Self Completion, Closed Question Questionnaire, because it will allow me to process my collected data efficiently into graphs, chart and tables, allowing me to accurately collect the right information. With a Closed Question questionnaire I will be able to give precise questions related to my aims.

Using the self completion questionnaire, I was trying to obtain information of public opinion, with each aim, by giving the thoughts of the interviewee. In the euthanasia section, as with all the sections, I was trying to find out the general beliefs of each person; a basis to start on. But, I also need to find out certain facts, "Who should carry out euthanasia? Why? ..." & "Which methods would you introduce? ...", and when I have analysed and interpreted the data, it will lead me to conclusions of whether there are differences in the beliefs of each gender and age group. ✓

I made contact with the public in shops and in the street, setting my self personal guidelines such as:

1. If in a shop - ask the owner/manager if it is alright to do my questionnaire.
2. Again, if in a shop- to interview people as they are leaving.
3. Not to ask if the person is in/ seems to be in a rush.
4. To explain that I am here if they have any problems.
5. Not to look over their shoulder as they fill in the questionnaire.
6. To make sure they know what the topic is.
7. To be sensitive to people's needs e.g. fill it in for them if they cannot see the writing.
8. To be polite and thank the public even if they do not take part.

As with any survey of any type, some people will refuse to take part, and these are my figures of people who did not take part, separated by gender:

MEN	WOMEN
10	4

 ✓

(Please see Appendix C for a blank copy and Appendix D for a completed copy of my Questionnaire).

### *Secondary Evidence:*

My secondary evidence was found on the internet, local book resources; school and libraries. ✓

- 5 -

After reading around my topics, and gathering the relevant information, issues have been raised in my mind, including, the ethics of the laws that stand in place, judging what's right and wrong and how the minority seems to rule over the majority. The recent court case, for instance, of 'Diane Pretty' and her plea for the right to die - a woman suffering from a debilitating disease, and yet her simplest of rights; 'the right to free will' is being taken away.

### Current Research on my Topics:

Emile Durkheim is a sociologist that worked on the social elements of suicide; he believed that a minority of deviancy allows the majority to affirm their moral, normality and group conformity.

Relating to my aims he also defined that rapid growth of suicide rates, stems from economic change; showing the power of social restraints and the need to conform;

Source A: "Anomic and egoistic suicide occurs when the individual is 'disconnected' from society, and altruistic suicide happens when an individual so identifies with society that she/he is prepared to commit suicide for it (e.g. kamikaze)."

*Emile Durkheim: 'The Social Element of Suicide'*

However the law is what society must build itself upon. Public opinion reflects the law, but in facets, the law can be changed to suit the surroundings. Expectation of a person changes in each society.

If the 'Universal Declaration of Human Rights' (a law in itself) states that,

Source B: "every one has the right to life, liberty and the security of person" (Article 3), then why is capital punishment still allowed to continue, the law in this instance dictates itself and obviously doesn't mirror public opinion or it wouldn't keep happening, the public are the ones who carry out Capital Punishment of course. "

Euthanasia is a delicate subject, there are mixed feelings, 'if' and 'buts', to the safe operation of such a task, yet in the Netherlands they have managed to appoint euthanasia successfully by issuing doctors with the ability to undertake the task without prosecution, with in set guidelines. One of these is:

Source C: "A medical doctor must be involved in the decision of and in prescribing the correct drugs." Citizenship in Focus - Human Rights by Simon Foster (published 1999)

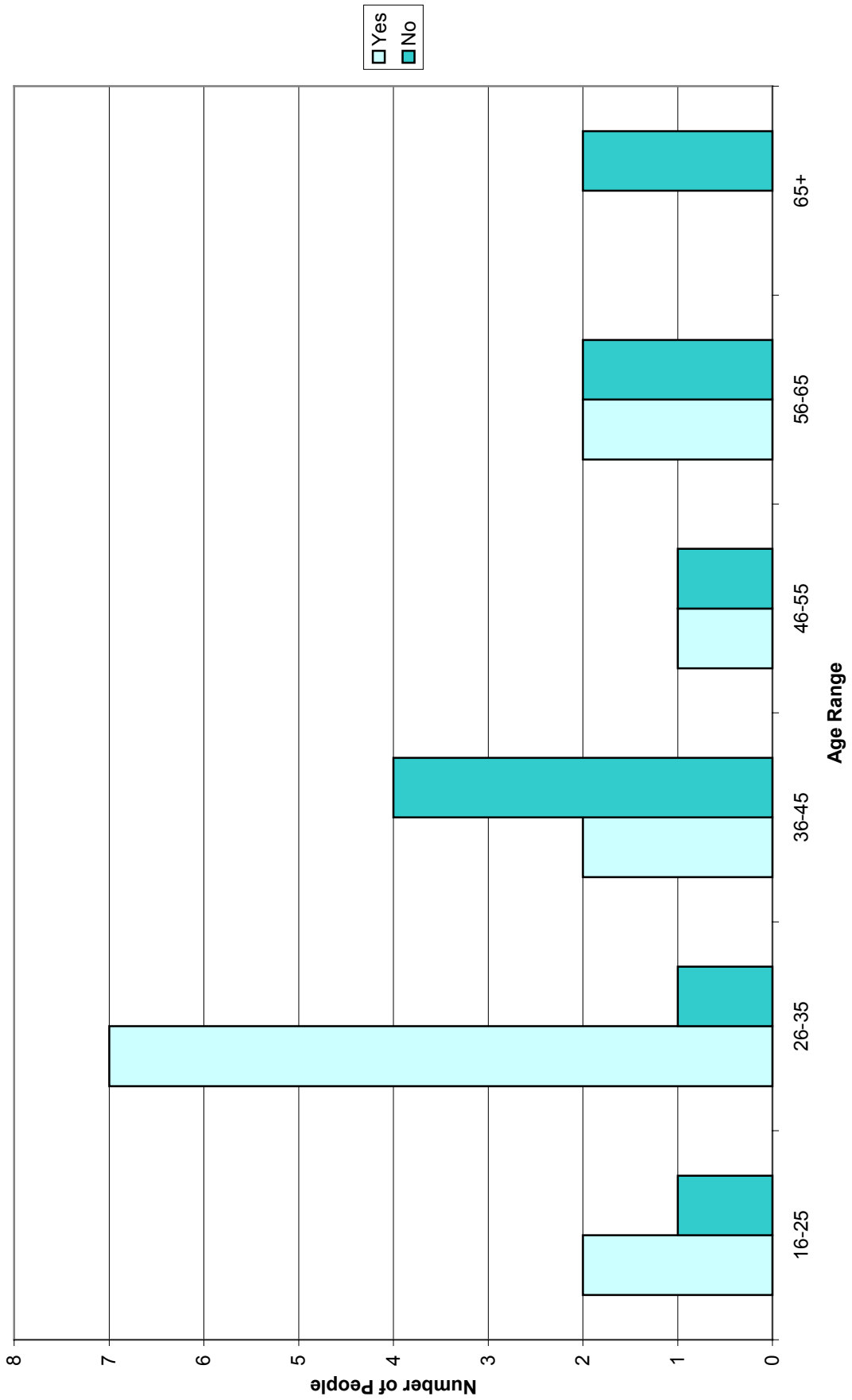
*Findings:*

**Primary Research Findings:**

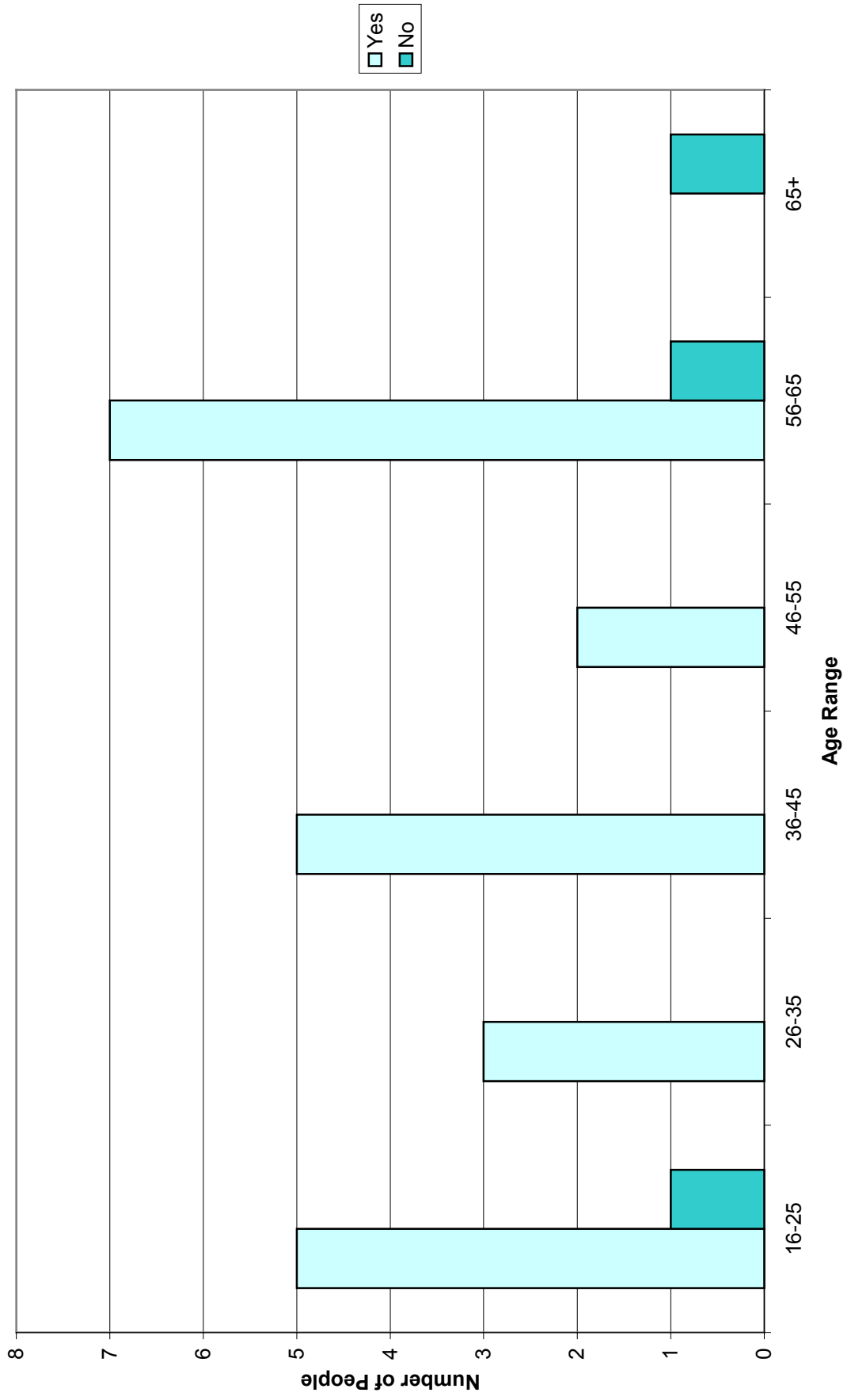
Graphs display the results of my questionnaire; I've looked at every question in turn and labelled them accordingly.



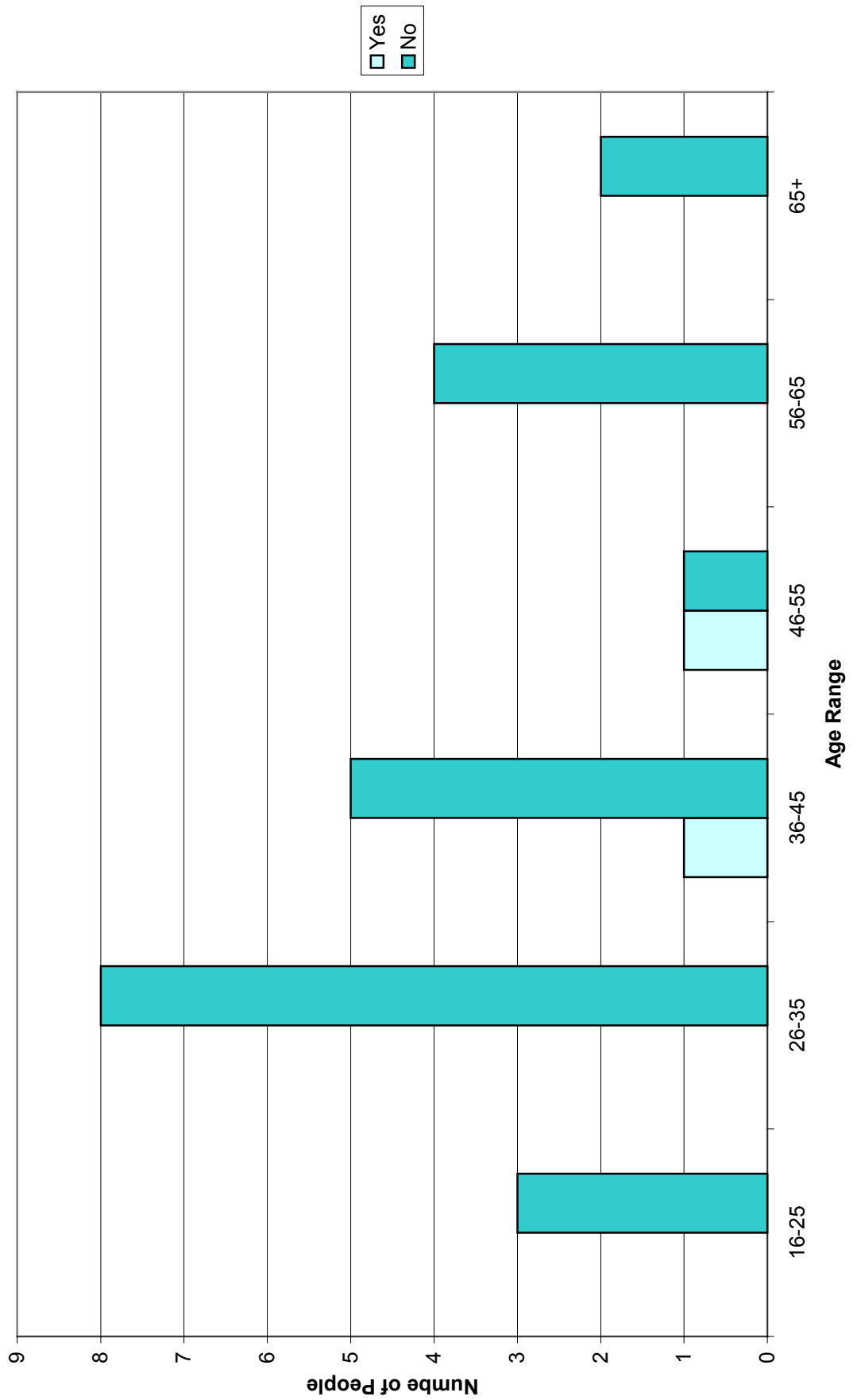
Which men of each age believe euthanasia should be made legal.



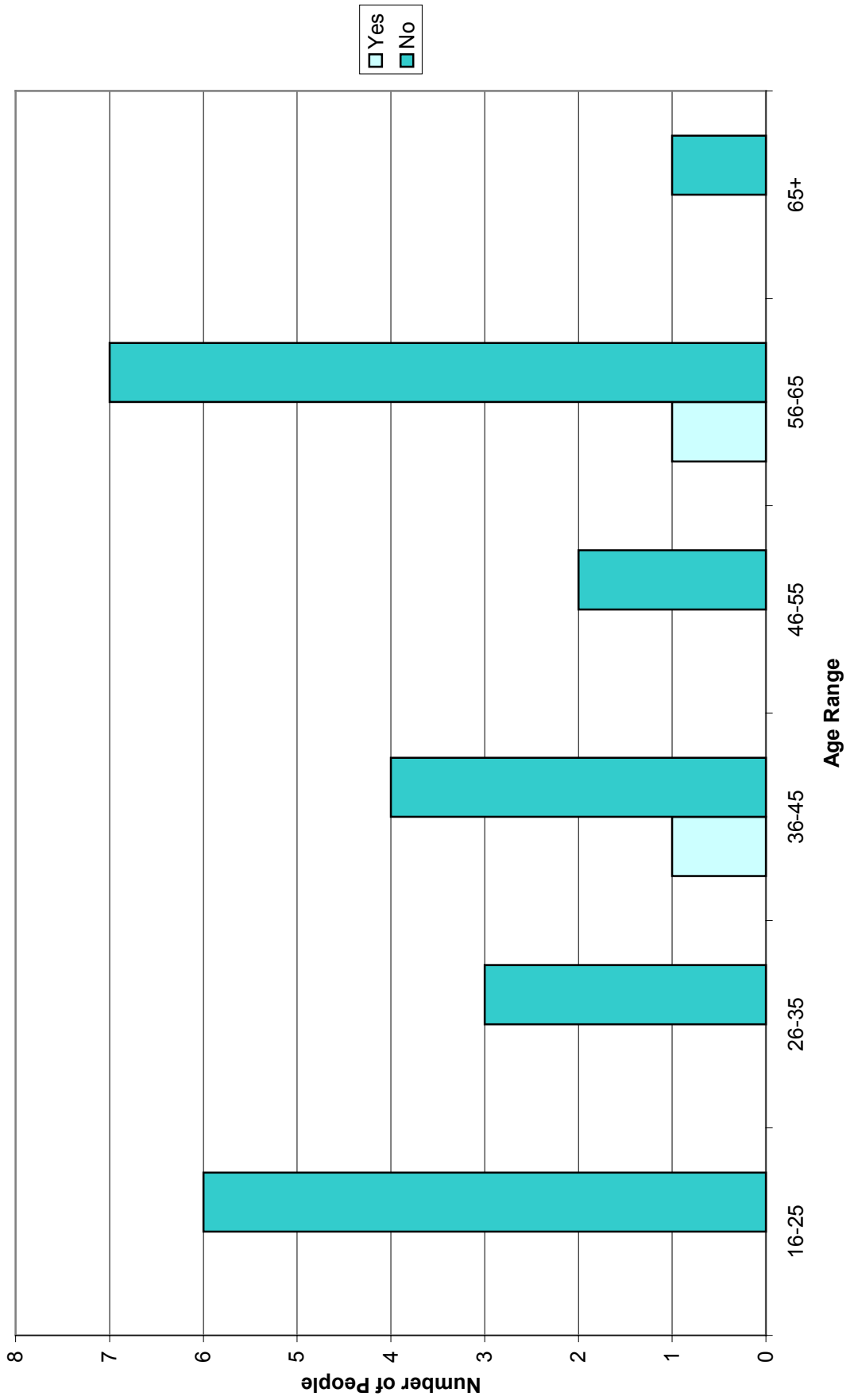
Which women of each age believe euthanasia should be made legal.



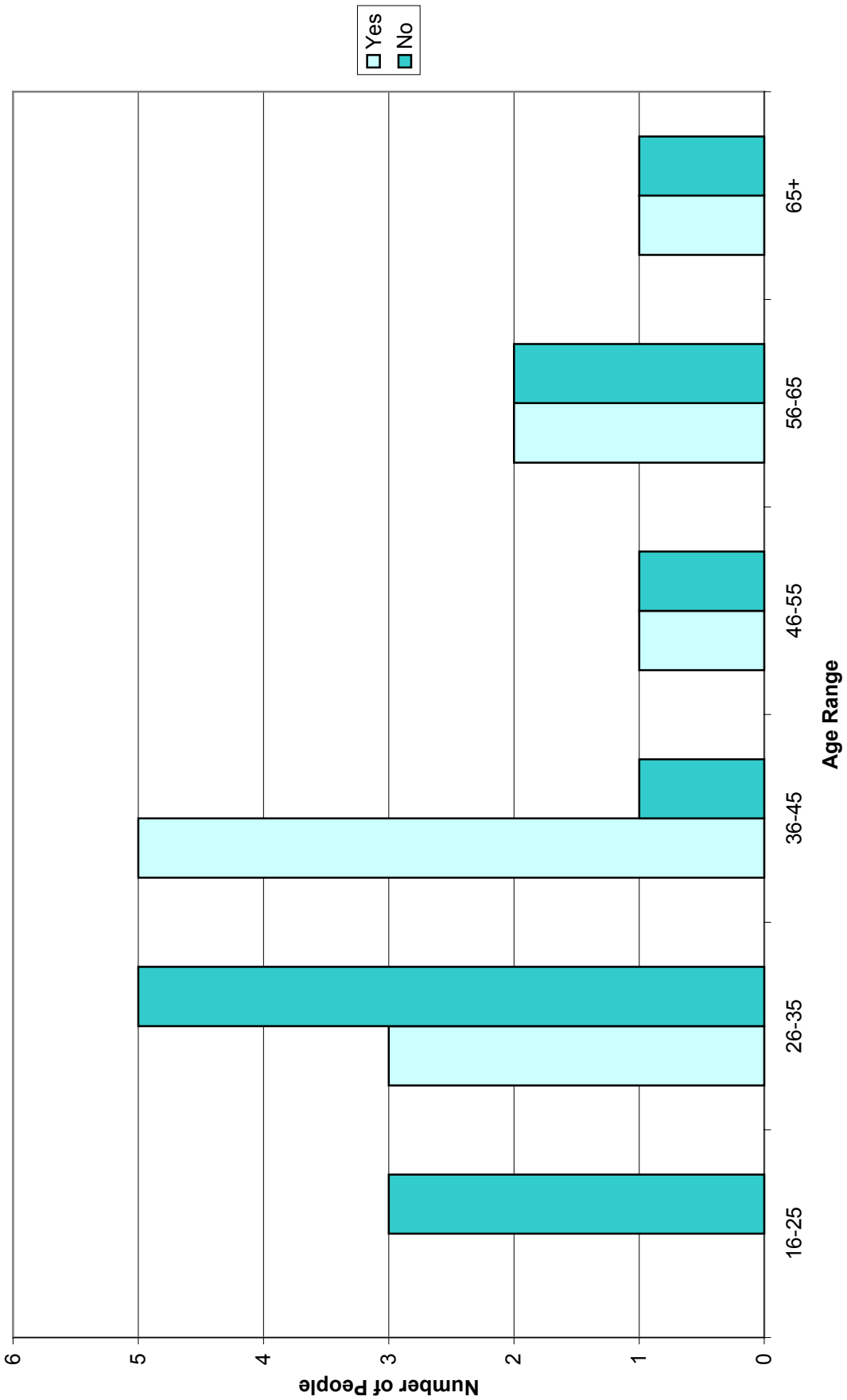
Which men of each age have been put in a situation where euthanasia was an issue.



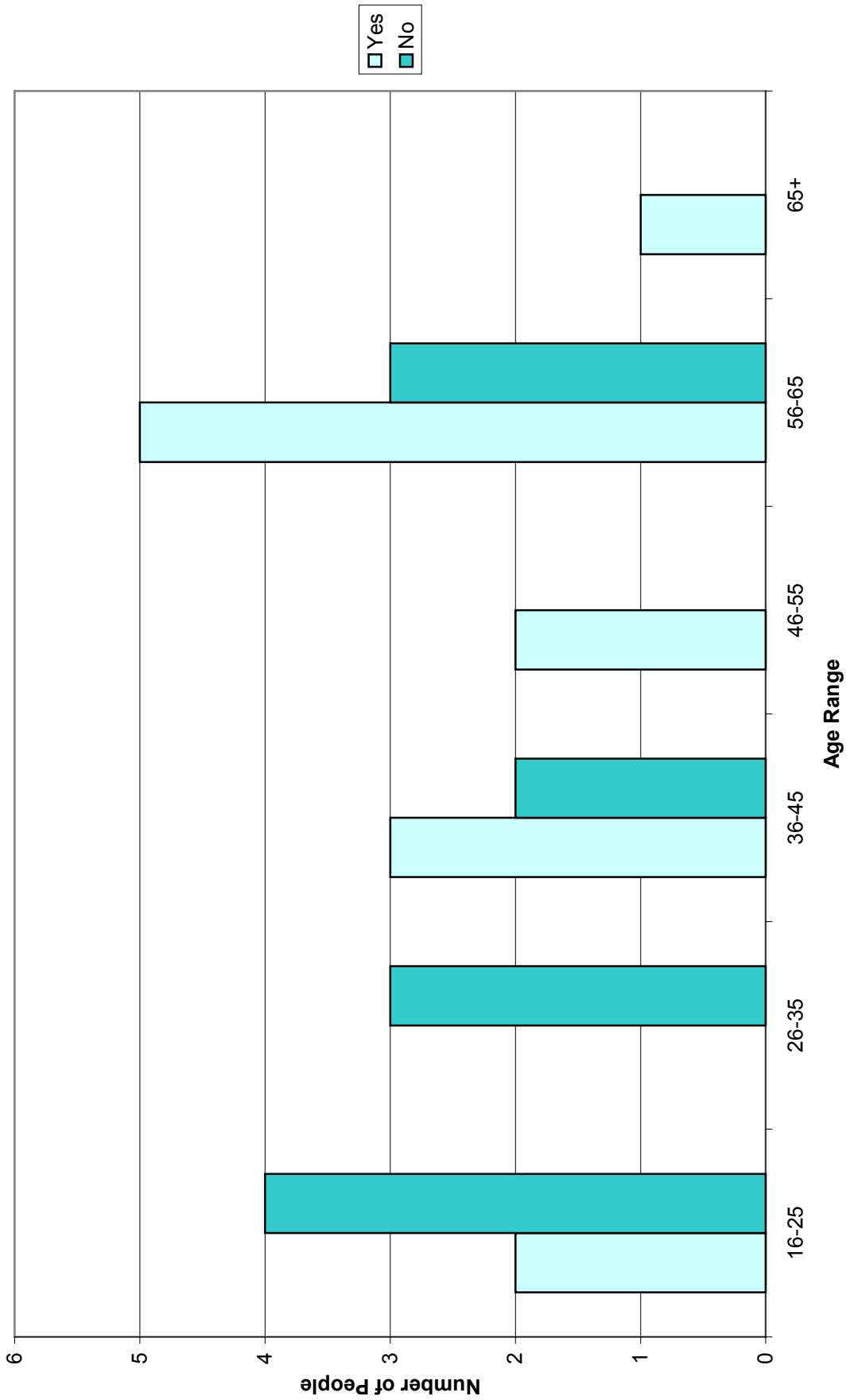
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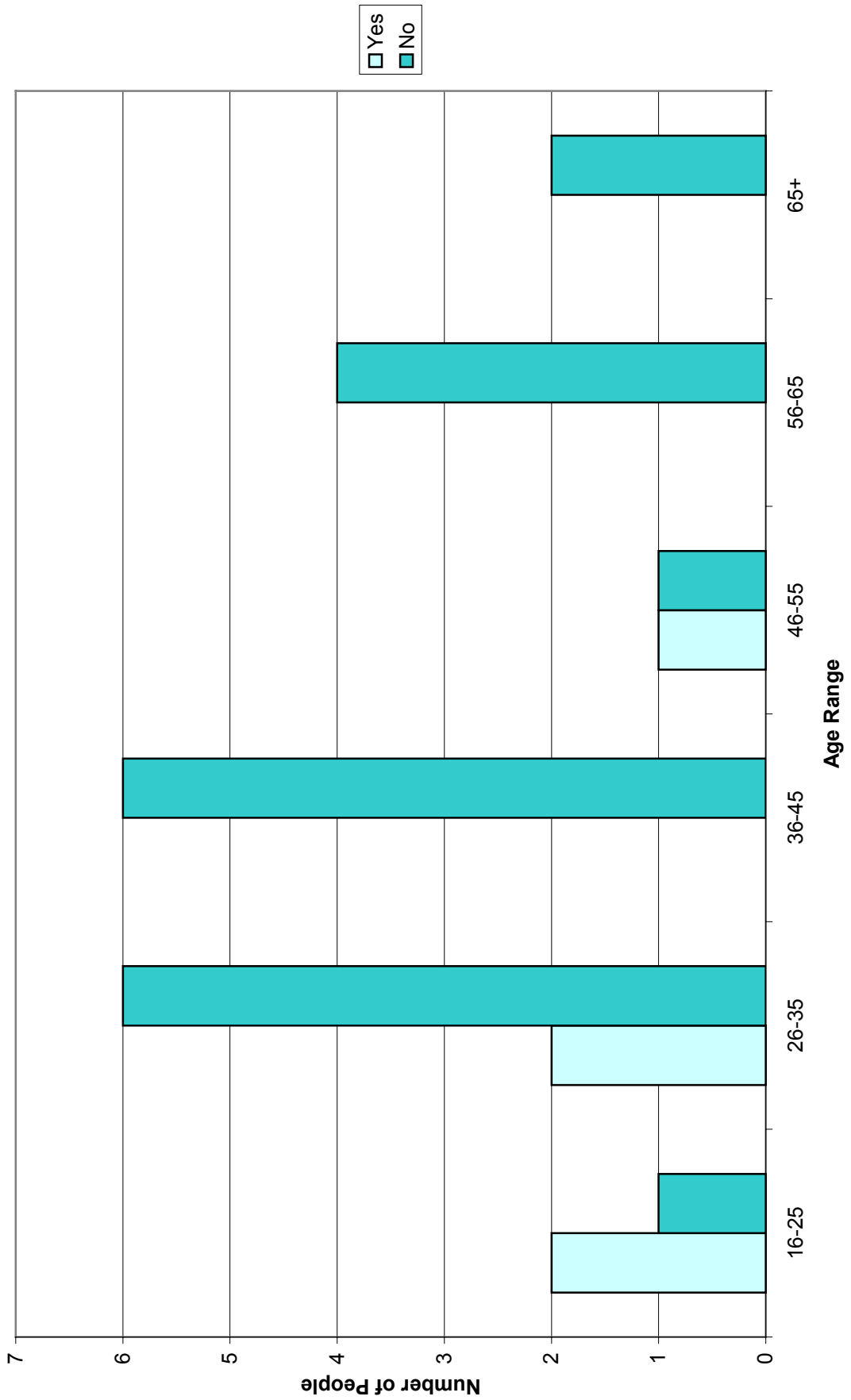
Which men of each age have had family that were terminally ill or irreversibly ill.



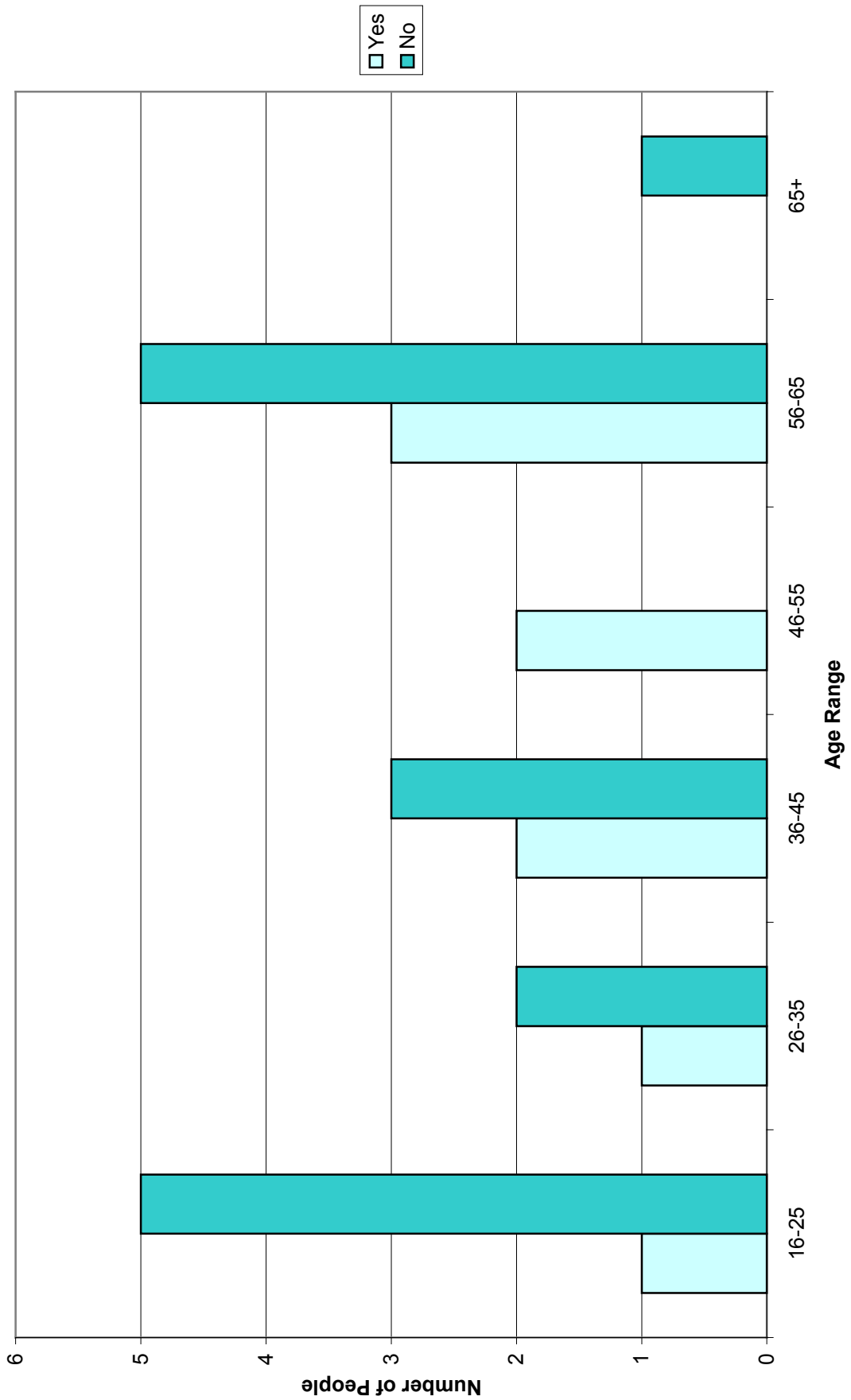
Which women of each age have had family that have been terminally ill or irreversibly ill.



Which men of each age would consider or have considered practicing euthanasia.

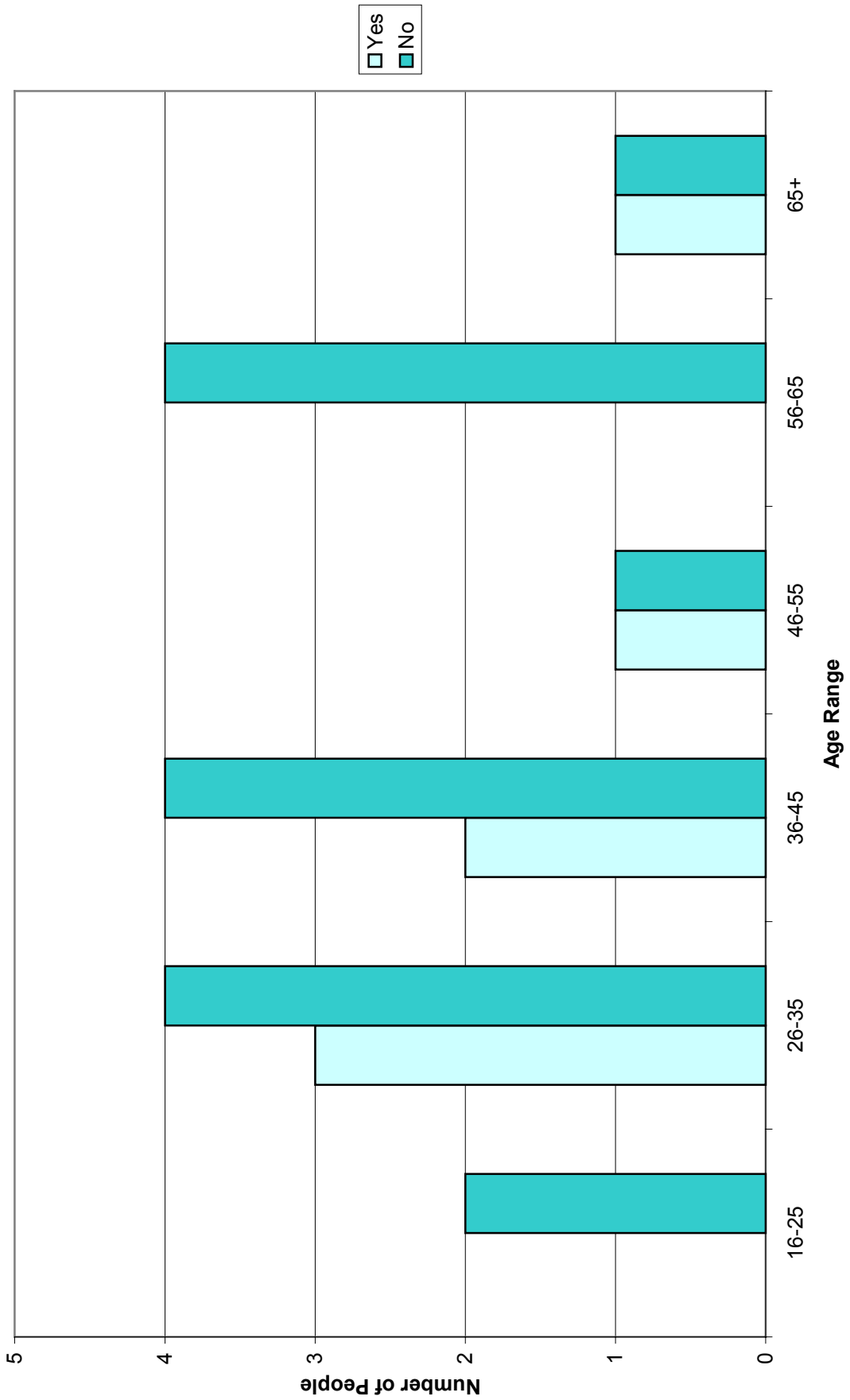


Which women of each age would consider or have considered practicing euthanasia.

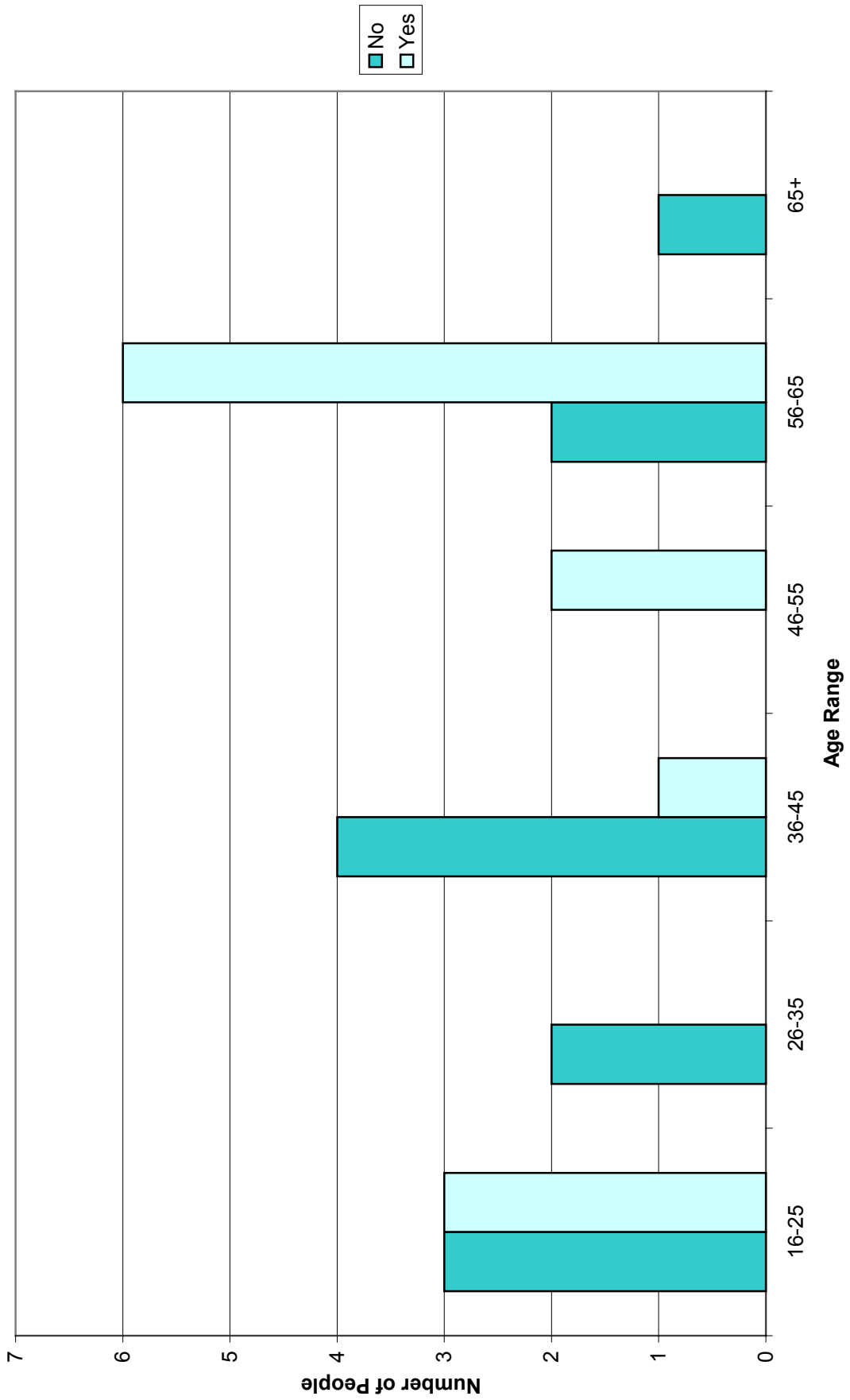




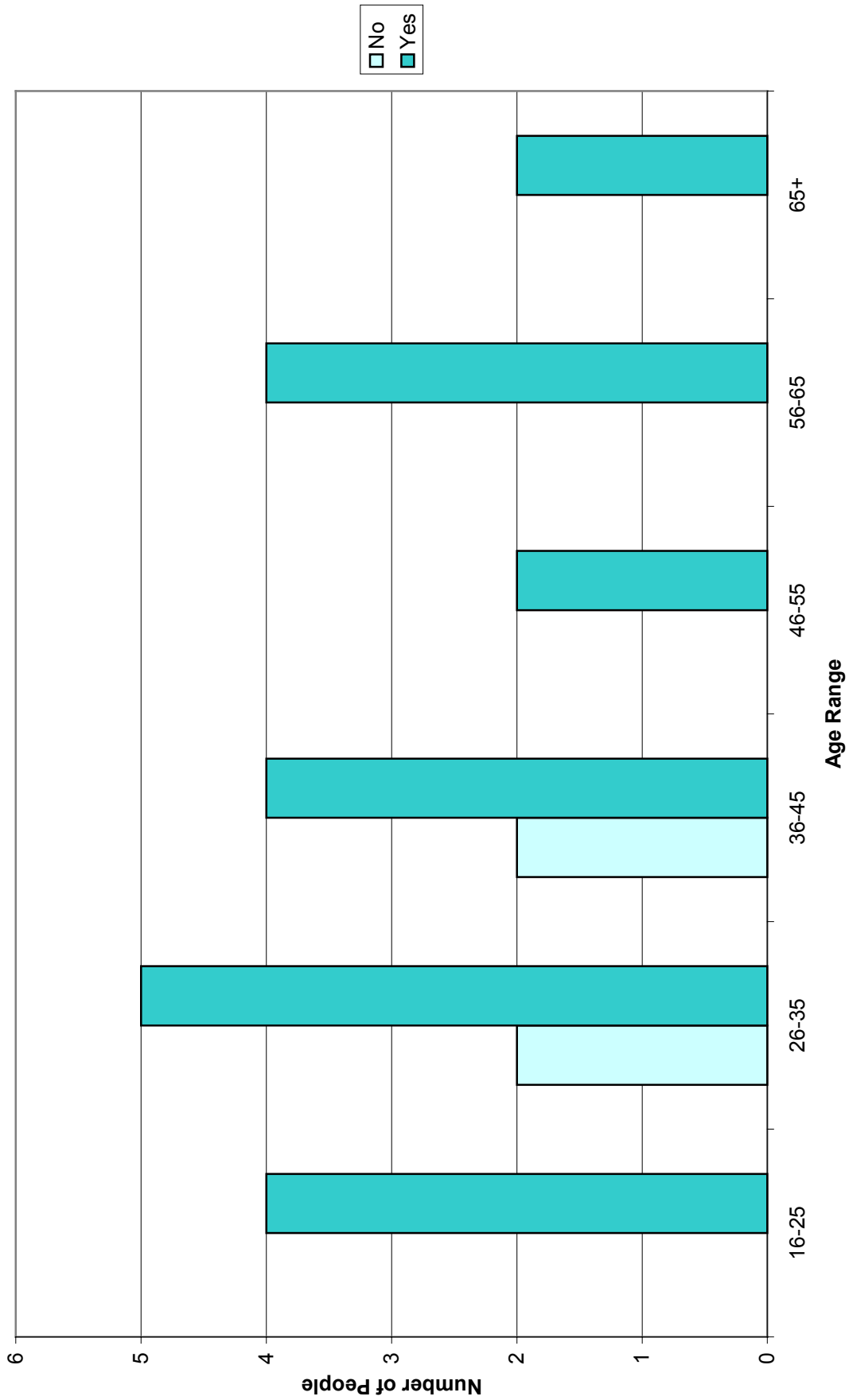
**Which men of each age believe suicide is a cowardly act.**



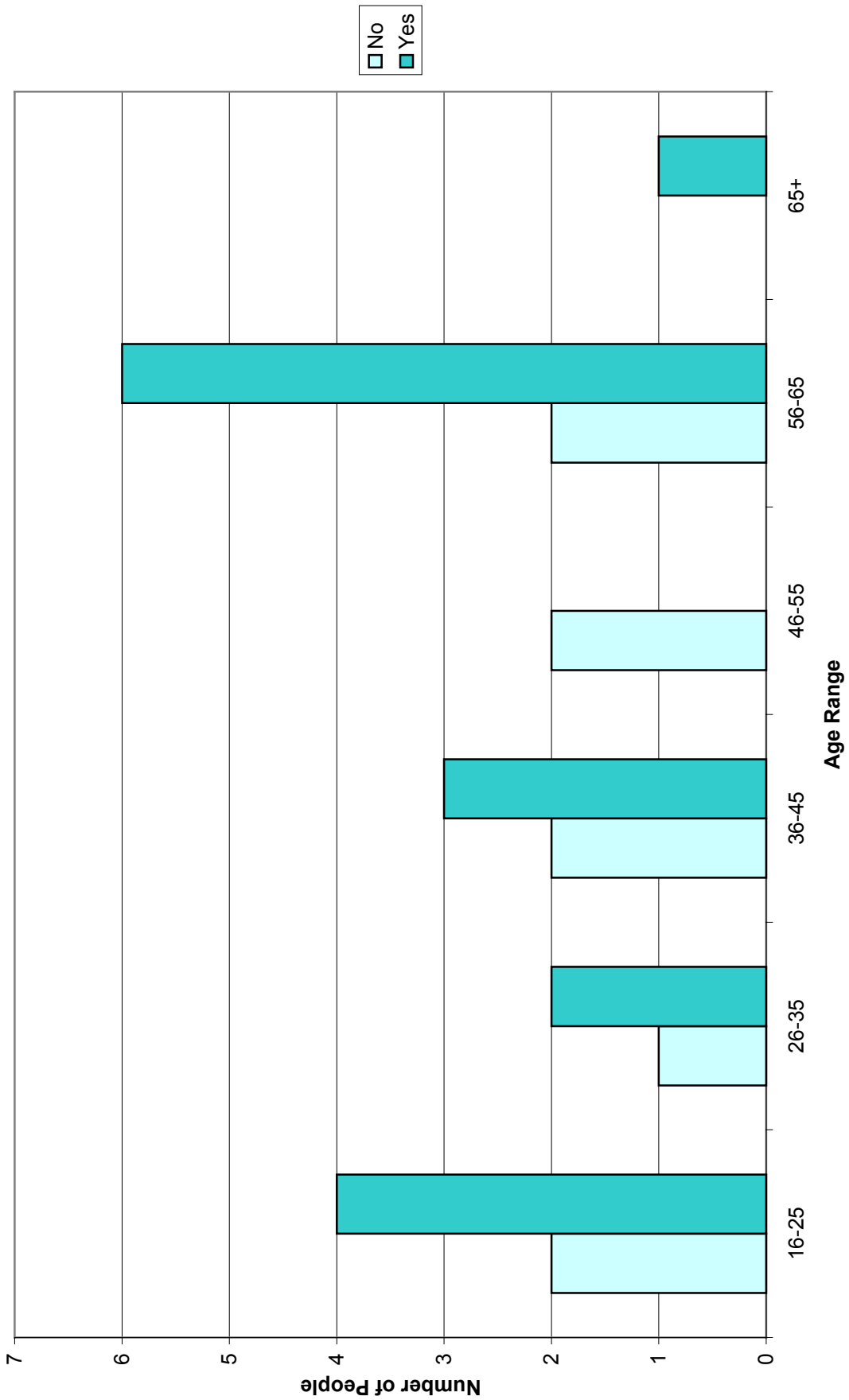
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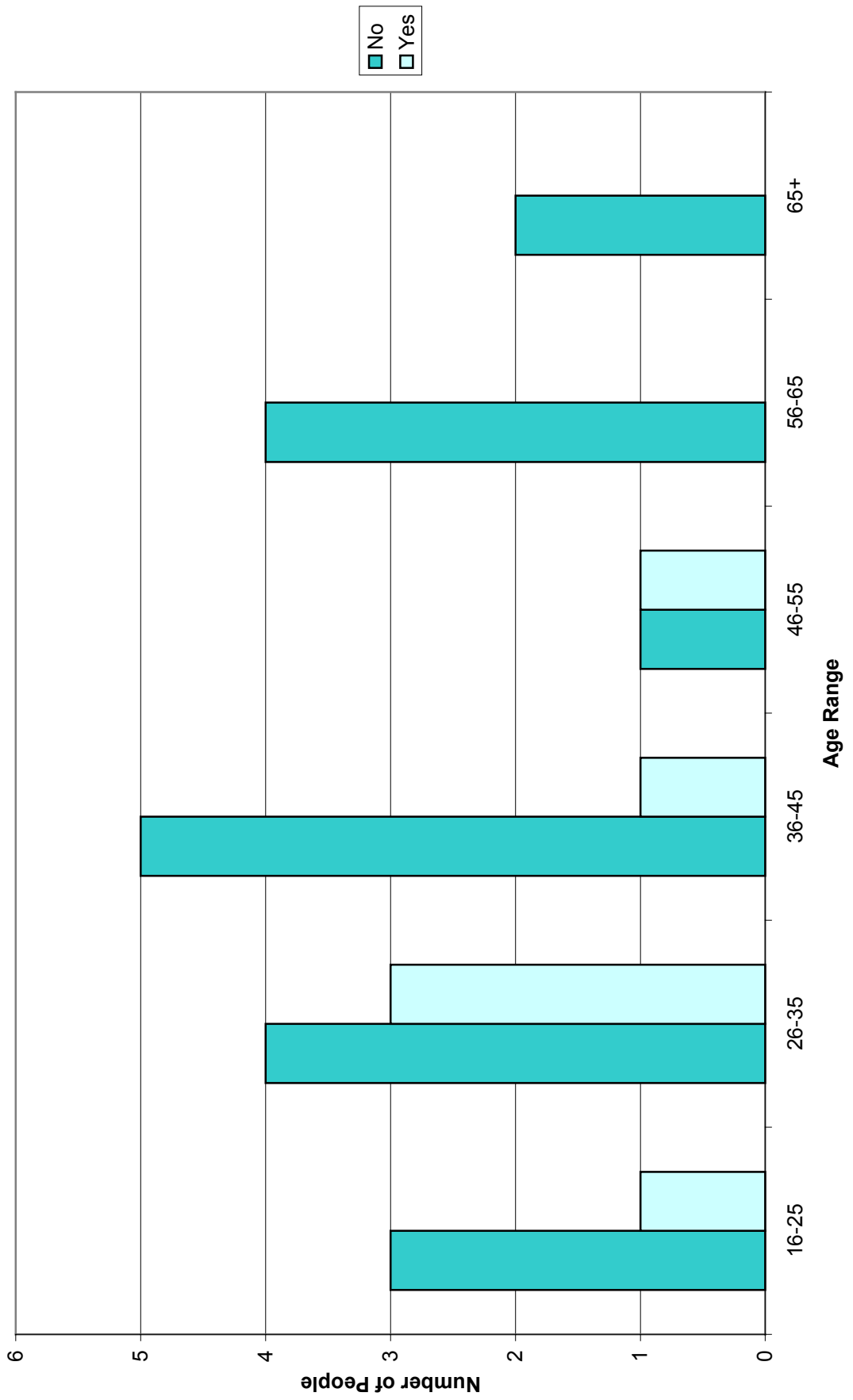
Which men of each age have been in a situation where suicide was an issue.



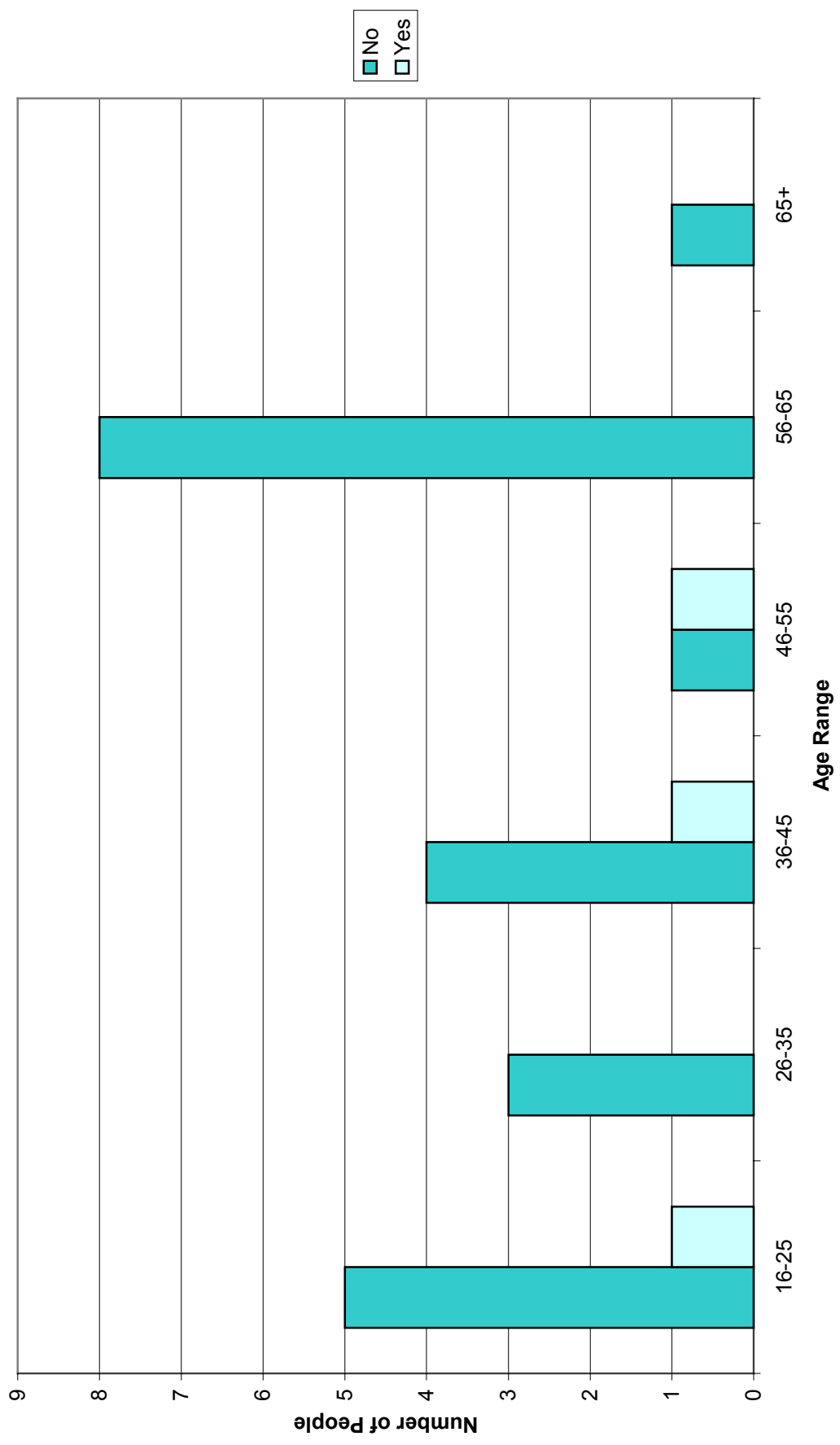
Which women of each age have been in a situation where suicide was an issue.



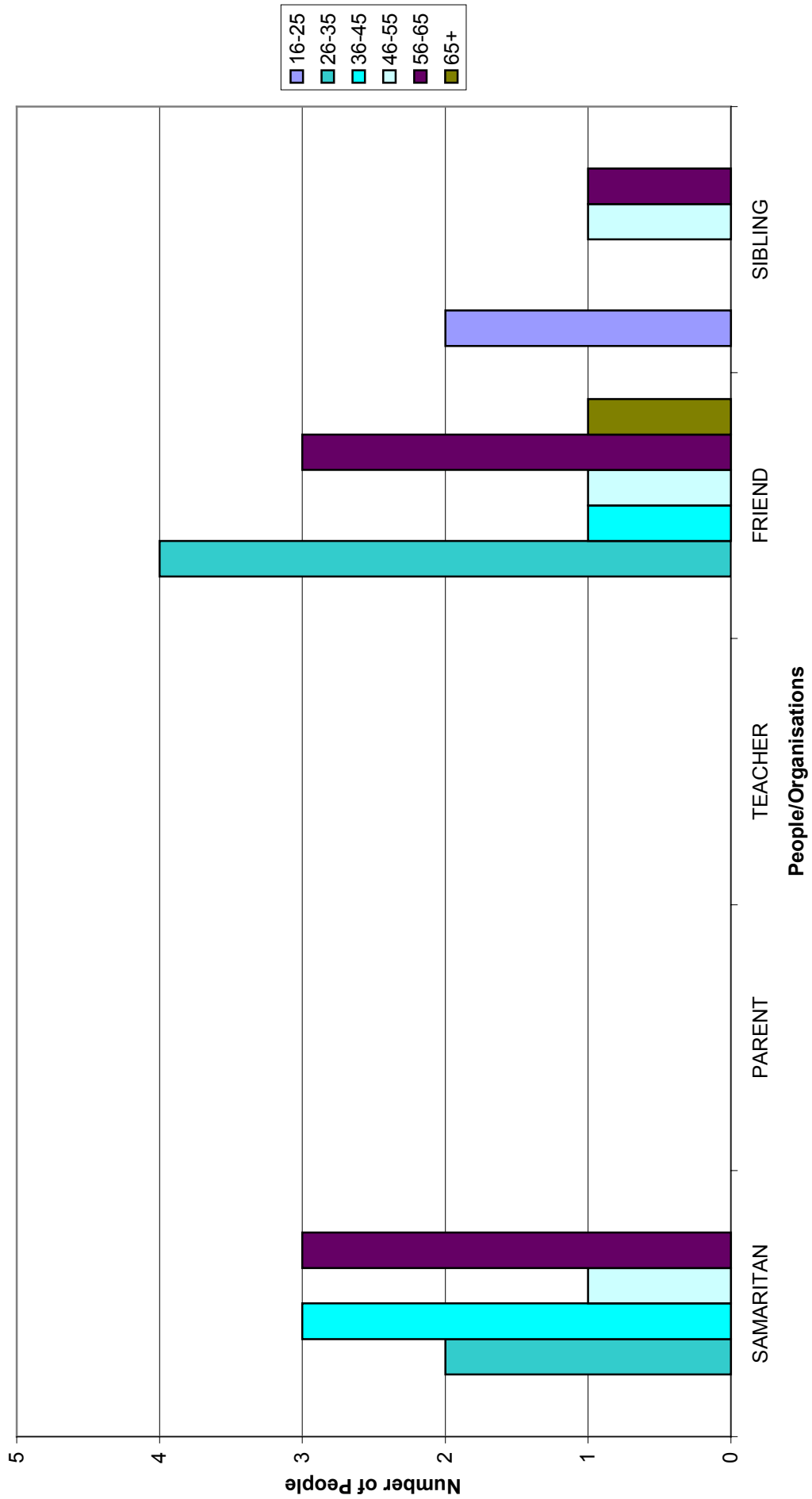
Which men of each age think there could be more help for those who contemplate suicide.



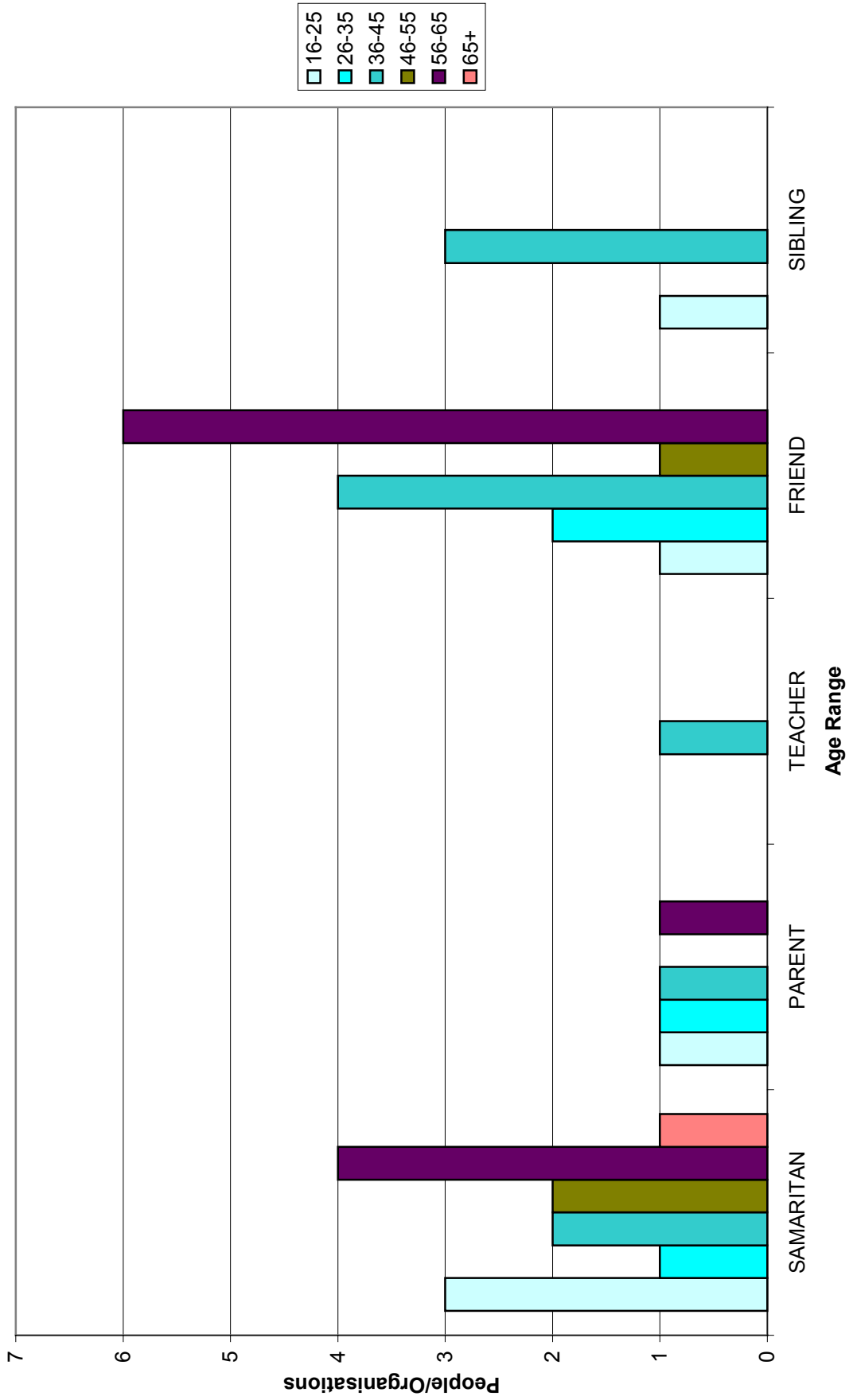
Which women of each age think there could be more help for people who contemplate suicide.



Who would the men from each age range talk to if they were contemplating suicide.

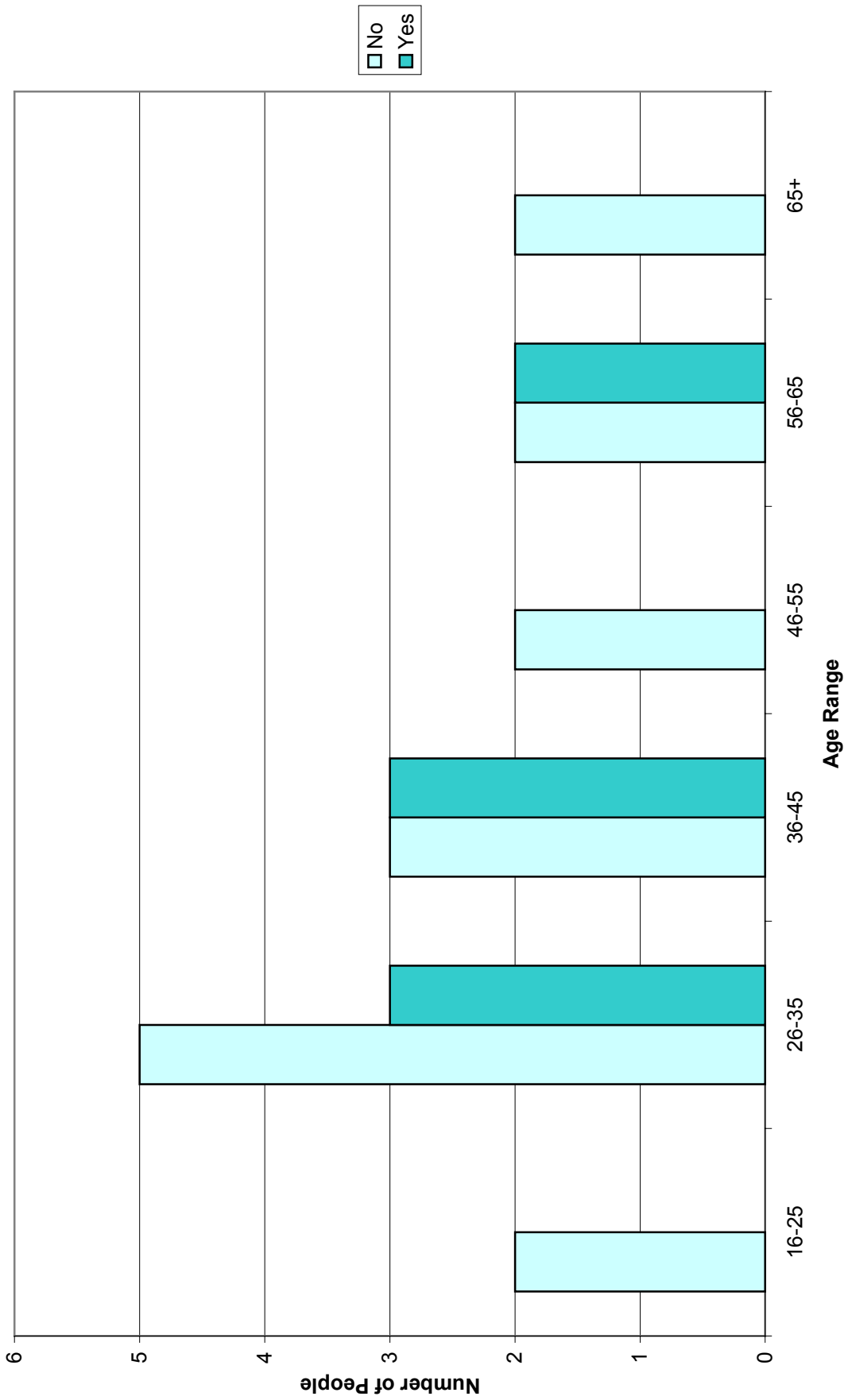


Who would the women from each age range talk to if they were contemplating suicide.

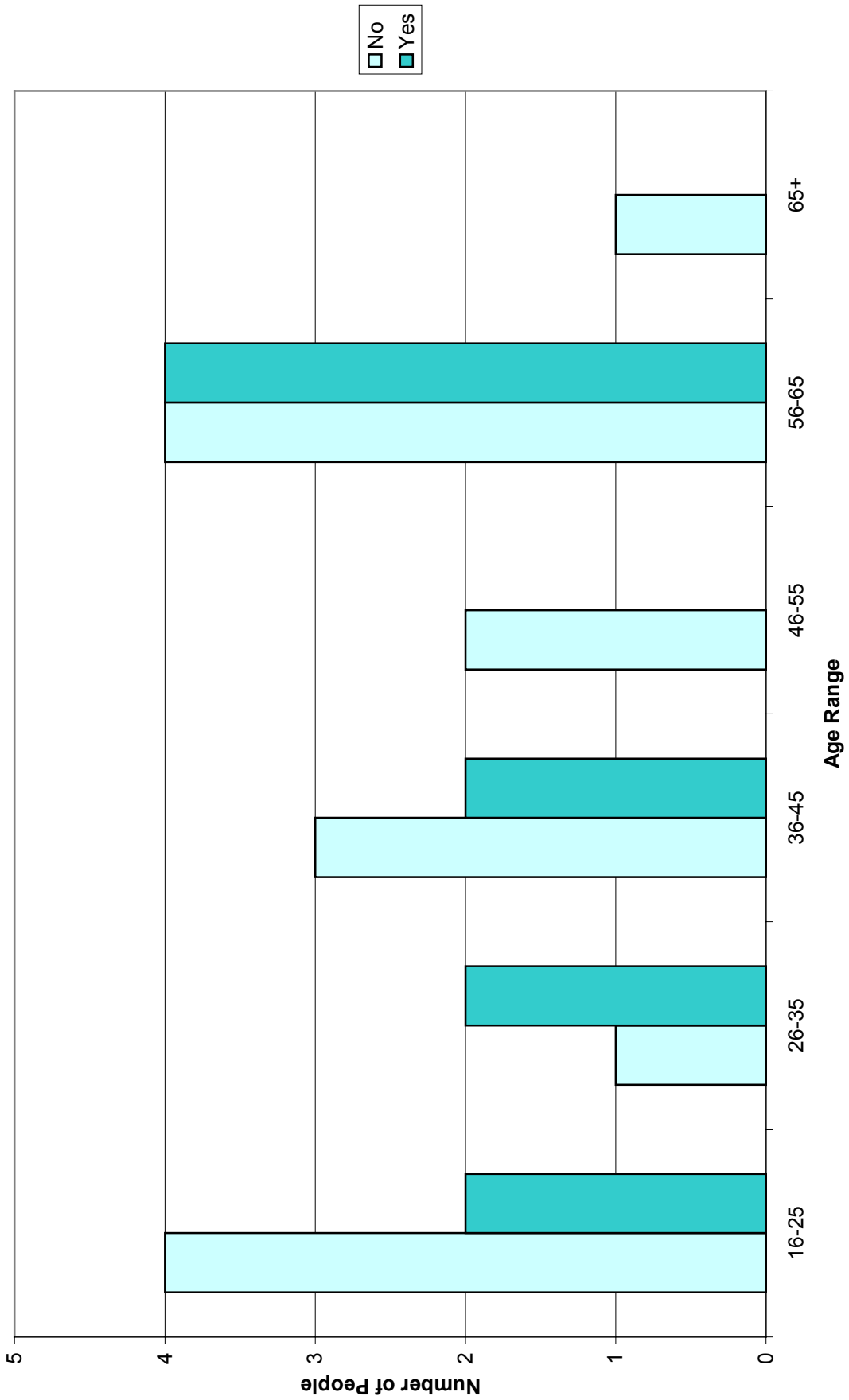




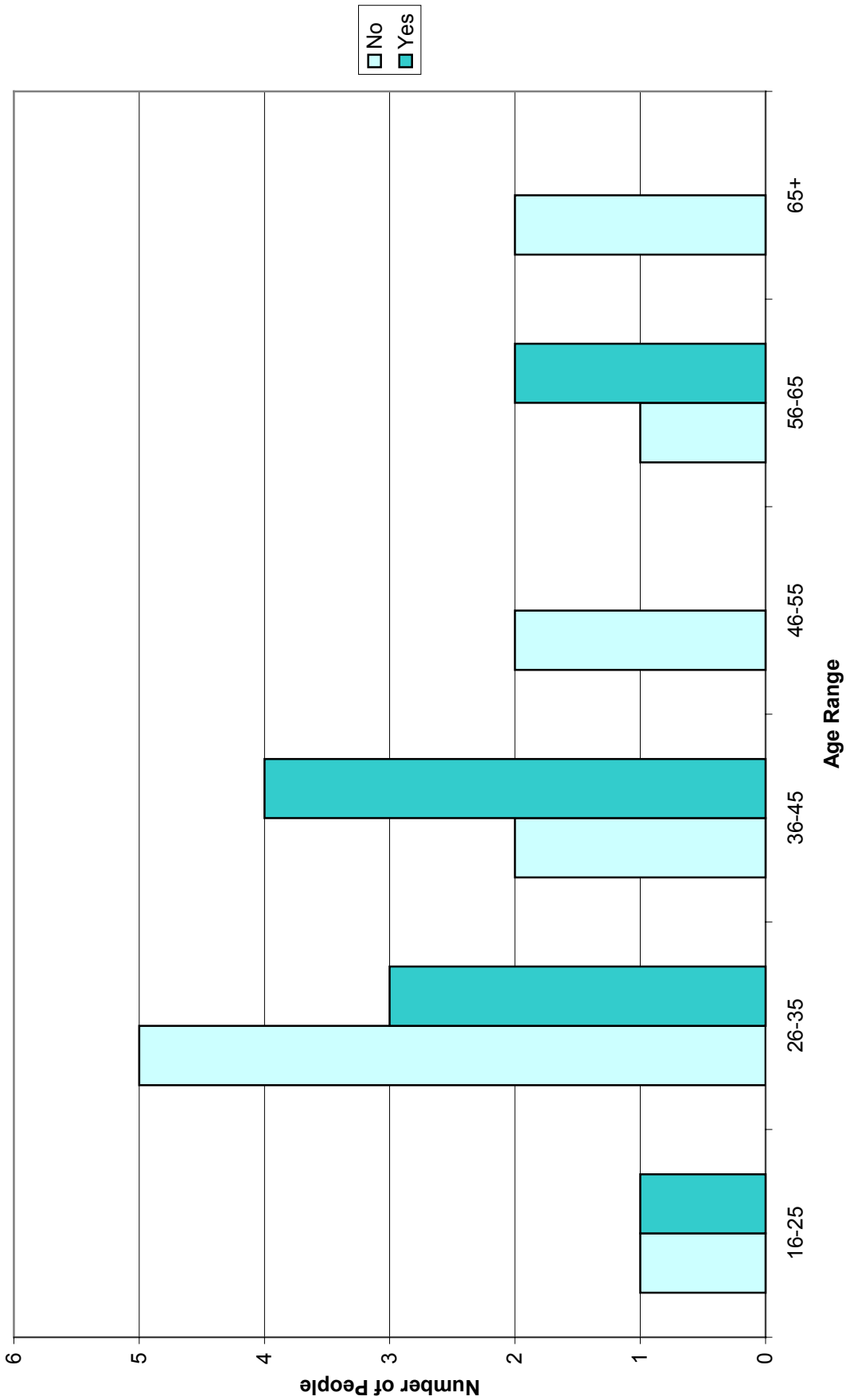
**Which men of each age believe Capital Punishment should be reintroduced in Britain.**



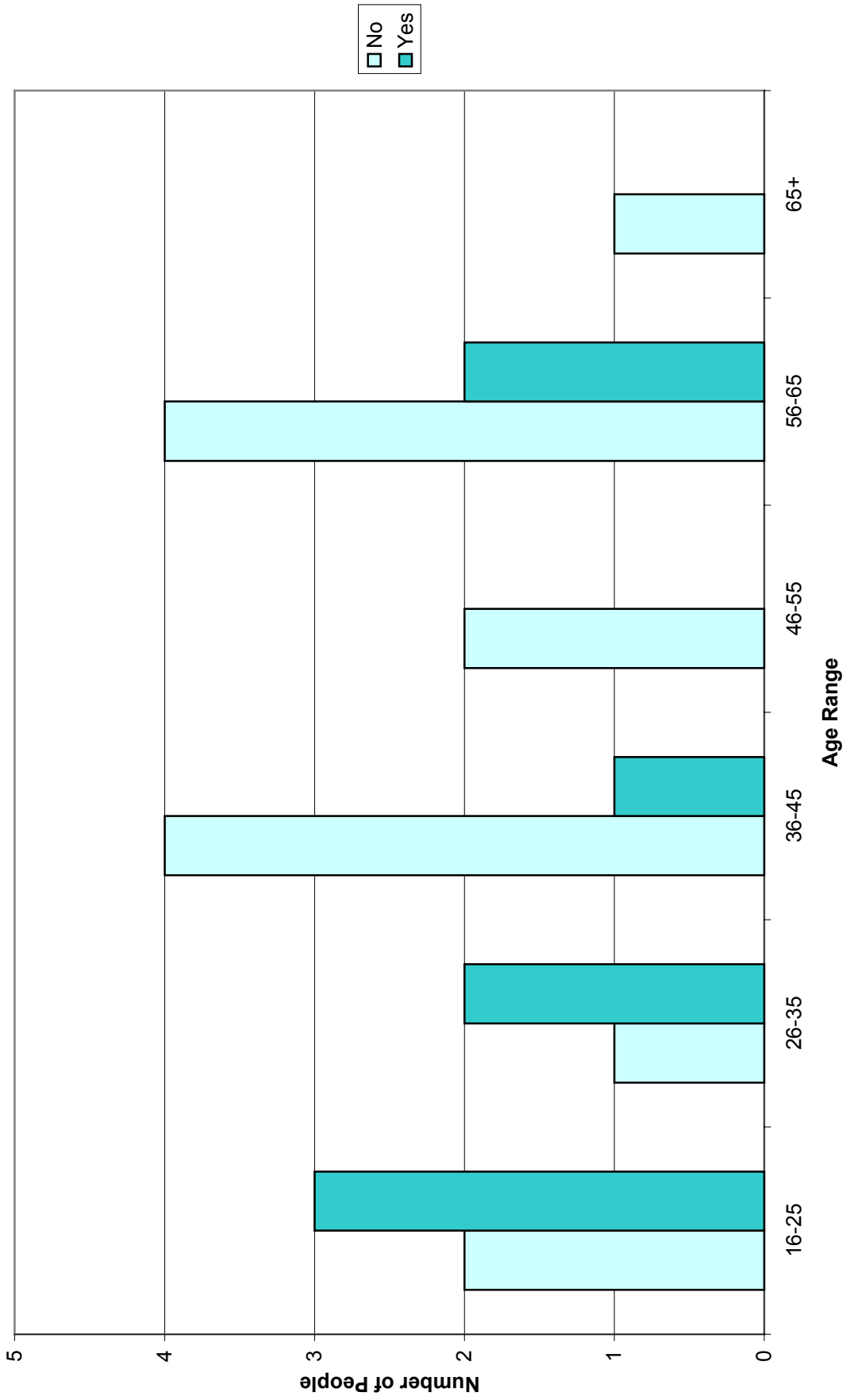
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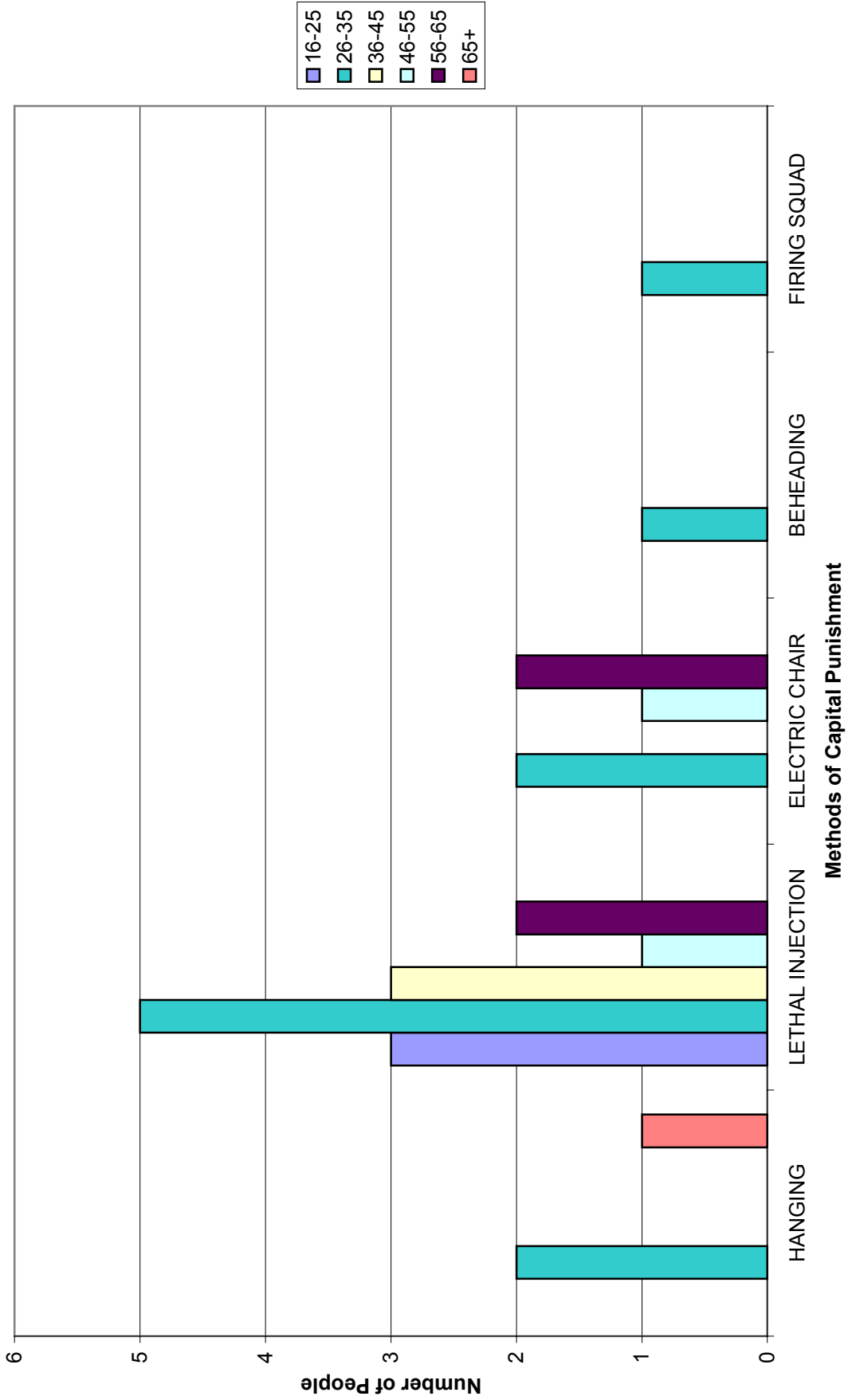
Which men of each age think Capital Punishment brings justice to criminals.



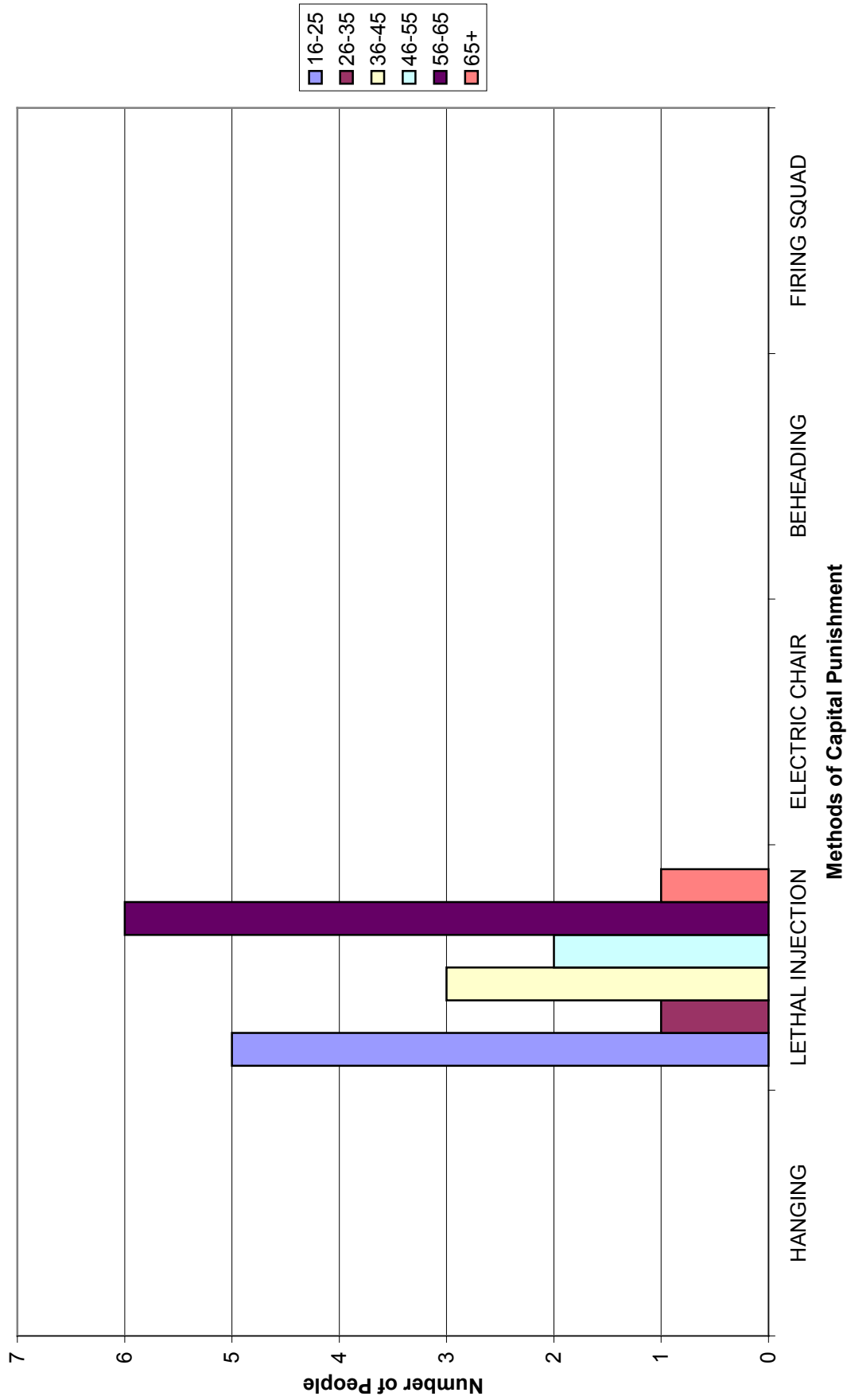
Which women of each age think Capital Punishment brings justice to criminals.



Which methods of Capital Punishment would the men of each age introduce.



Which methods of Capital Punishment would the women of each age introduce.



## *Secondary Research Findings:*

### **Capital Punishment:**

An extract I found contained figures from opinion polls on the subject of reintroducing the death penalty.

Source D: "approximately 70% of the population would like to see the death penalty reintroduced. Despite this, MPs in the House of Commons have voted against reintroducing Capital Punishment."

This extract came from an article in 'Citizenship in Focus - Human Rights', by Simon Foster (published in 1999); a non biased look at 'The Death Penalty'. The figures used in the article came from UK opinion polls. I have selected Source D because this proves, referring to my 'specific aim', that the law doesn't reflect public opinion the minority ruling over the majority, the government is supposed to represent the people. I know nothing of where the opinion polls took place or how they were carried out; there may have been Interviewer Bias, or the sample may not have been random and could have taken place at a 'For Capital Punishment Campaign'.

### **Suicide:**

Source E: "the police... ascribe importance to rates, responding to them as vital moral facts. Control policies will be devised to alter known trends in criminal activity."

This extract was taken from, 'Understanding Deviance' by David Downes and Paul Rock (published in 1990) and is an unbiased statement referring to the operation of the police in dealing with suicide. As suicide is not a criminal offence, unless assisted, they cannot do anything. I chose Source E because it shows how the law views suicide and deals with it, creating a policy which will change the trends, rates and figures, a smoke screen for the public, so that they believe things have changed and yet they haven't.

Source F: "(1789) criminal penalties for attempting suicide were abolished in European countries. Great Britain was the last to abolish its penalties, in 1961."

Source F was found in the 'Students Encyclopaedia Britannica' under the heading of "Suicide". A factual article, about the history of 'suicide', informing people of English history. It's a historical document and there is no reason why it shouldn't be reliable

During the war the suicide rate dropped. The suggested cause being, people could channel their aggression toward a common enemy (Nazis) instead. Another more eligible reason could be, that in war times there were less people, many had gone to war and died and so less remained to commit suicide.

An illegal form of suicide exists. Assisted suicide is another term more widely used to describe active euthanasia, the gap between the two forms is so small, which is partly why euthanasia is often misinterpreted.

## Euthanasia:

Article 5 of the Universal Declaration of Human Rights states that,


Source G: "None shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment."

The 'Universal Declaration of Human Rights' adopted and proclaimed by General Assembly Resolution (published 10<sup>th</sup> December 1948), Author: 'The United Nations', of type: International Standard.

I chose Source G to highlight that there is still torture in the world, e.g. 'Guantanamo Bay'; sensory deprivation of suspected Al-Qaida terrorists. Forcing a person to live longer in pain could also be seen as a form of torture, so surely euthanasia would only be complying with the law. I believe the law is too 'black and white' to be able to follow, situations arise which force the law to contradict itself.

However, Article 3 means everyone has the right to life, and liberty\*. \*The Oxford Dictionary meaning of liberty is, "the right to do as one pleases", so in effect a person has the right to decide when to die.

At present doctors are beginning to practise passive euthanasia. Accepted by people, because in effect the doctor is giving the patient,





with consent, a painkilling drug. This may also shorten the lifespan of the patient.

### *Analysis:*

#### **Euthanasia:**

I predict that the public will think Euthanasia should not be illegal.

#### **Capital Punishment:**

I predict that people will believe Capital Punishment should continue to be illegal.

#### **Suicide:**

I think the public opinion will be that Suicide is a cowardly act and should continue to be illegal.

On the whole the public seemed to agree that euthanasia should be made legal, that Capital Punishment should not be re-introduced and that suicide isn't a cowardly act.

### *Interpreting Graphs:*

#### **Euthanasia:**

E1. Most men believed euthanasia should be made legal; especially men aged 26 - 35.

E1.b Most women believed euthanasia should be made legal, with only 3 against.

E2. Only 2 men had been put in a euthanasia situation.

E2.b Only 2 women had been put in a situation where euthanasia was an issue.

E3. Most men have had terminally or irreversibly ill family.

E3.b Most women aged 56 - 65 had family terminally or irreversibly ill.

E4. Most men, especially in the 26 - 35 & 36 - 45 age range, would not consider practising euthanasia.

E4.b 16 women (the majority) said they would never practise euthanasia.

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### Suicide:

S1. Most men believe suicide isn't a cowardly act particularly age ranges 26-35, 36-45 & 56-65.

S1.b There is an equal number of women agreeing and disagreeing that suicide is a cowardly act.

S2. Most men have been in a situation where suicide was an issue.

S2.b Most women have been in a situation where suicide was an issue.

S3. Most men believe there couldn't be more help for those who contemplate suicide.

S3.b Only 3 women believe there could be more help for suicidal people.

S4. Men would be more likely to talk to a friend or the Samaritans if they were contemplating suicide.

S4.b Most women would talk to friend if they were contemplating suicide, however there's only a difference of 1 person between friends and Samaritans.

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### Capital Punishment:

CP1. Most men believe Capital Punishment shouldn't be re-introduced.

CP1.b Most women believe Capital Punishment shouldn't be re-introduced.

CP2. Most men believe Capital Punishment doesn't bring to justice criminals.

CP2.b Most women believe Capital Punishment doesn't bring to justice criminals, especially in ages 36-45 & 56-65.

CP3. Most men believe lethal injection should be introduced if Capital Punishment was made legal.

CP3.b All the women believe lethal injection should be introduced if Capital Punishment was made legal.

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### *Findings linked to Aims:*

My findings show that in all but one case; the re-introduction of Capital Punishment, the public does not reflect the law.

I believe that in terms of gender; both sexes were equally objective towards my questions.

### *Referring to aims 2 - 6:*

2. Gender did not seem to affect how people view the subjects.
3. No pattern in terms of age related to the answers given.
4. There have been a few situations uncovered where euthanasia was considered, 14 incidents precisely. 13 people were involved in a situation where euthanasia was an issue.
5. The agencies to help people who contemplate suicide would be used e.g. 'Samaritans', family and friends are preferable.
6. The preferred method of Capital Punishment would be lethal injection - many implied it more humanitarian.

### *Sources:*

Source A is perhaps a biased statement as it was written by Emile Durkheim and is his personal theory. Source B is fact and is stated in the Universal Declaration of Human Rights, and cannot be disputed. Source C was a factual statement on Netherlands Law and euthanasia. Source D, a non biased statement, came from an article which was biased, referring to figures questionably collected from UK opinion polls. Source E was another of Durkheim's views and cannot be relied upon as being unbiased. Source F was factual and cannot be disputed. Source G is another factual statement from the Declaration of Human Rights.

### *Questionnaires:*

You could question the reliability of my answers and results as people could lie or not read the answer properly, and some people declined to answer questions.

### *Evaluation and Conclusions:*

I believe that my project could have been improved by having a better questionnaire, with more concise and clear questions, also some people found the questions ambiguous; I could have made the questions more suitable to optimize feedback from the public. If I'd had a longer time scale and financial backing I could have covered a wider population, and then perhaps got a truer picture of the public in different societies. In doing that I could also see if class affects peoples' views.

Even though there were improvements that could have been made, my questionnaire was taken seriously and only a few people refused to take part.

It was also difficult finding secondary <sup>S</sup>resources <sup>K</sup>that linked to my aims and that were unbiased, however I found the Universal Declaration of Human Rights a great help, as it was the only opinion of the law that I could find.

In conclusion, I have found that the public believe that euthanasia should be made legal, that Capital Punishment should continue to be illegal and that Suicide is not a cowardly act- the public generally believe that to commit Suicide it takes a lot of courage and the person must be undergoing a certain amount of stress.

The law is in no direct way a reflection of public opinion and in most cases the law is governed by a minority and is not always a representation of the majority.

## Bibliography:

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**Appendix:**

### QUESTIONNAIRE

Please answer all questions, ticking the box for your answer.  
ALL INFORMATION WILL BE CONFIDENTIAL

1. Are you: Male  Female

2. Which age range do you fit into?

16 - 25  26 - 35  36 - 45  46 - 55  56 - 65  65+

#### Euthanasia

"Euthanasia is the painless killing of a patient suffering from an incurable and painful disease." Quoted from the Oxford Dictionary.

3. Do you believe euthanasia should be made legal? Yes  No

4. Who should carry out euthanasia? Please state:


Doctor?  
Family member?  
Friend?

5. Have you ever been put in a situation where euthanasia was an issue? Yes  No

6. Have any of your family been terminally or irreversibly ill? Yes  No

7. Would you consider or have you ever considered practicing euthanasia? Yes  No

1/10

## Suicide

"Suicide means intentional self- slaughter." Quoted from the Oxford Dictionary.

1. Do you believe suicide is a cowardly act? Yes  No

Please explain your answer:


2. Have you ever been in a situation where suicide has been an issue? Yes  No

Please explain your answer:


3. Do you think there could be more help for people who contemplate suicide? Yes  No



4. Who would you talk to if you were feeling this way inclined?

Parents  Teacher  Friends  Sibling

Samaritans

Other please state:

Please explain why you would talk to that person / organisation:


### Capital Punishment

"Capital Punishment means punishment by death for a crime." Quoted from the Oxford Dictionary.

1. Do you think they should re-introduce capital punishment in

Britain? Yes  No

2. Which methods would you introduce? (Please tick all that apply)

Hanging  Lethal Injection  Electric Chair  Beheading

Firing Squad

Other (please state):


3. Do you think capital punishment brings to justice criminals? Yes  No

Please explain your answer:


THANK YOU FOR YOUR TIME, your help has contributed to my GCSE grade.