Oxford Cambridge and RSA Examinations

OCR

RECOGNISING ACHIEVEMENT

OCR GCSE IN SOCIOLOGY   1990

Key Features

- A clear progression route to the revised OCR AS/A Level Sociology specifications.
- A named subject specific contact at OCR.
- A combination of existing topics and new option topics.
- Citizenship integrated into the specification.
- A variety of styles of examination question, including data-response and structured questions.
- The opportunity for candidates to practise and develop all six Key Skills.

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Coursework guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.
- A website (www.ocr.org.uk);
- A dedicated subject-specific telephone number (01223 552978).

CONTENTS

Throughout the specification the following icons are used to signpost teaching and learning opportunities in: Citizenship   ICT   Key Skills.

OCR GCSE IN SOCIOLOGY (1990)

SECTION A: SPECIFICATION SUMMARY

TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Candidates for the Foundation Tier take Papers 1, 2 and 5 (Coursework). Candidates for the Higher Tier take Papers 3, 4 and 5 (Coursework).

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	1 hour 30 minutes	40%
2	Paper 2 (Foundation)	1 hour 30 minutes	40%
3	Paper 3 (Higher)	1 hour 30 minutes	40%
4	Paper 4 (Higher)	1 hour 30 minutes	40%
5	Coursework (Enquiry)	-	20%
85	Coursework Carried Forward	-	20%

QUESTION PAPERS

Papers 1 and 3 – 1 hour 30 minutes

Section A: There will be **one** compulsory five-part data-response question on *either* Family and identity *or* Power and citizenship. The question will be worth 30 marks.

Section B: There will be **one** compulsory three-part structured question on *either* Family and identity *or* Power and citizenship. The topic will be different from the topic in Section A. The question will be worth 25 marks.

Section C: Candidates will answer **one** three-part structured question from a choice of six (two for each option): Crime and deviance; Protest and social movements; Religion. The question will be worth 25 marks.

Note: Methodological issues will also be assessed in all papers, mainly in Section A.

Papers 2 and 4 – 1 hour 30 minutes

Section A: There will be **one** compulsory five-part data-response question on *either* Education *or* Work and employment. The question will be worth 30 marks.

Section B: There will be **one** compulsory three-part structured question on *either* Education *or* Work and employment. The topic will be different from the topic in Section A. The question will be worth 25 marks.

Section C: The candidate will answer **one** three-part structured question from a choice of six (two for each option): Mass media; Contemporary social changes; Poverty. The question will be worth 25 marks.

Note: Methodological issues will also be assessed in all papers, mainly in Section A.

INTERNAL ASSESSMENT (COURSEWORK)

The Enquiry (component 5) form of a sociological investigation using appropriate sociological methods and should be capable of completion within 2 000 words.

ENTRY OPTIONS

All candidates should be entered for 1990 with one of the following option codes:

Option Code	Title	Components
F	Foundation	1, 2, 5
H	Higher	3, 4, 5
FC	Foundation – Coursework Carried Forward	1, 2, 85
HC	Higher – Coursework Carried Forward	3, 4, 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

GCSE Sociology is a well established option at Key Stage 4 (KS4) and is particularly popular as an option in Year 12 and for adult returners. The addition of Citizenship to the National Curriculum at KS1 to KS3 from 2000 and to KS4 from 2002 reflects the importance of this area of the curriculum. At this level, Sociology not only provides an opportunity to study topics and themes that relate to PSE and to Citizenship but also to take a more disciplined approach than might otherwise be possible, including the critical study of evidence about the social and political world. This revised specification has taken every opportunity to realise and enhance this potential.

Sociology is a very popular choice at Advanced Level, in both GCE and VCE programmes. This revised GCSE specification provides excellent progression to these Advanced levels of study.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Sociology

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3 or a Distinction at Entry Level within the National Qualifications Framework.

1.5   PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate Level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Subsidiary GCE and at Advanced Level, both GCE and VCE, within the National Qualifications Framework.

1.6   OVERLAP WITH OTHER QUALIFICATIONS

There is some potential overlap with the following OCR qualifications: GCSE Geography A and Geography B (Avery Hill), GCSE Home Economics (Child Development), GCSE Humanities, Foundation and Intermediate GNVQ in Health and Social Care.

1.7   RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Sociology in the same examination series.

Candidates who enter for this GCSE **may** however also enter for any NVQ qualification.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 4890.

1.8   CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised QCA Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

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2 Specification Aims

The specification will give candidates the opportunity to:

- develop understanding of the interdependence of individuals, groups, institutions and societies; the nature and significance of cooperation and conflict, and continuity and change; the nature and significance of individual and social differences in their own and other societies;

- acquire, select and handle information (making use of information and communication technology where appropriate), to analyse critically its nature and source and to base judgements and arguments on evidence;

- reflect on their own experience of the social world in which they live and acquire knowledge and develop skills which enable them to play informed roles within the community.

3   Assessment Objectives

ASSESSMENT OBJECTIVE 1 – KNOWLEDGE AND UNDERSTANDING

Candidates will demonstrate knowledge and understanding of:

- social structures, including the family, education, employment and stratification systems;

- social processes, including socialisation, culture and identity, social control, social interaction and differentiation, and social change;

- social issues, including the causes and consequences of inequality, and the sources, distribution and exercise of power and authority.

ASSESSMENT OBJECTIVE 2 - SKILLS

Candidates will have opportunities to take a questioning approach to evidence and issues and develop the skills to acquire, select and handle information and interpret and evaluate it effectively.

Candidates will demonstrate that they can:

- acquire information for different purposes by direct collection of information and by acquiring information from existing sources;

- interpret information presented in different forms and evaluate its relevance and accuracy;

- use information to examine issues and construct and evaluate arguments and conclusions;

- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Candidates entered for the Foundation Tier cannot be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*		Candidates take components: 3, 4, 5
A		
B		
C	Candidates take components: 1, 2, 5	
D		
E		
F		
G		

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (Foundation)	1 hour 30 minutes	40%
2	Paper 2 (Foundation)	1 hour 30 minutes	40%
3	Paper 3 (Higher)	1 hour 30 minutes	40%
4	Paper 4 (Higher)	1 hour 30 minutes	40%
5	Coursework (Enquiry)	-	20%
85	Coursework Carried Forward	-	20%

4.3 QUESTION PAPERS

	PAPER 1 and 3	**PAPER 2 and 4**
Section A Compulsory five part data response question	Family and identity or Power and citizenship	Education or Work and employment
Section B One compulsory three part structured question	Family and identity or Power and citizenship *The topic will be different from the topic in Section A*	Education or Work and employment *The topic will be different from the topic in Section A*
Section C One three part structured question from a choice of six (two per option)	Crime, deviance and social control Protest and social movements Religion	The mass media Contemporary social changes Poverty

Candidates for the Foundation Tier take papers 1 and 2.
Candidates for the Higher Tier take papers 3 and 4.
All candidates take component 5 (Enquiry).

Papers 1 and 3 – 1 hour 30 minutes

Each paper assesses the Assessment Objectives AO1 and AO2.

Section A

There will be **one** compulsory five-part data-response question on *either* Family and identity *or* Power and citizenship.

There will be up to **three** data items. At least one will be quantitative (eg table, graph, chart). The other(s) will be verbal and/or pictorial and/or diagrammatic.

This question will focus on methodological issues.

The question will be worth 30 marks.

Candidates are advised to spend 40 minutes on this question.

Section B

There will be **one** compulsory three-part structured question on *either* Family and identity *or* Power and citizenship.

The topic will be different from the topic in Section A.

The question will be preceded by a short prompt sentence to help the candidate focus on the issue raised in the question.

The question will be worth 25 marks.

Candidates are advised to spend 25 minutes on this question.

Section C

Candidates will answer **one** three-part structured question from a choice of six (two for each option) on:

- Crime, deviance and social control;
- Protest and social movements;
- Religion.

Each question will be preceded by a short prompt sentence to help the candidate focus on the issue raised in the question.

The question will be worth 25 marks.

Candidates are advised to spend 25 minutes on this question.

Note: there will be a cross-cutting theme of social stratification, including social class, gender and ethnicity across all topics.

Papers 2 and 4 – 1 hour 30 minutes

Each paper assesses the Assessment Objectives AO1 and AO2.

Section A

- There will be **one** compulsory five-part data-response question on *either* Education *or* Work and employment
- There will be up to **three** data items. One will be quantitative (eg table, graph, chart). The others will be verbal and/or pictorial and/or diagrammatic.
- This question will focus on methodological issues.
- The question will be worth 30 marks.
- Candidates are advised to spend 40 minutes on this question.

Section B

- There will be **one** compulsory three-part structured question on *either* Education *or* Work and employment
- The topic will be different from the topic in Section A.
- The question will be preceded by a short prompting sentence to help the candidate focus on the issue raised in the question.
- The question will be worth 25 marks.
- Candidates are advised to spend 25 minutes on this question.

Section C

- The candidate will answer **one** three-part structured question from a choice of six (two for each option) on:
  - The mass media;
  - Contemporary social changes;
  - Poverty.
- Each question will be preceded by a short prompt sentence to help the candidate focus on the issue raised in the question.
- The question will be worth 25 marks.
- Candidates are advised to spend 25 minutes on this question.

Note: there will be a cross-cutting theme of social stratification, including social class, gender and ethnicity across all topics.

4.4   WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the Assessment Objectives for each tier of the scheme of assessment is shown in the following grid, which gives mark allocations.

	AO 1	AO 2	Total
Papers 1 and 3	52	28	80
Papers 2 and 4	52	28	80
Coursework	16	24	40
Overall	120	80	200

4.5   ENTRY OPTIONS

All candidates should be entered for 1990 with one of the following option codes:

Option Code	Title	Components
F	Foundation	1, 2, 5
H	Higher	3, 4, 5
FC	Foundation – Coursework Carried Forward	1, 2, 85
HC	Higher – Coursework Carried Forward	3, 4, 85

Options FC and HC are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6   INTERNAL ASSESSMENT (COURSEWORK)

Candidates will be expected to complete a sociological Enquiry during their course of study. The Enquiry will be used to test Assessment Objectives 1 and 2.

The Enquiry should take the form of a sociological investigation using appropriate sociological methods. It should be capable of completion within 2 000 words.

Further details can be found in Section D.

4.7   ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

4.7.1 Assessment of Written Communication

Candidates are expected to:

- present relevant information in a form that suits the purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The assessment of written communication takes place under AO2 in all question papers and coursework.

The mark schemes for the question papers contain marking criteria for written communication for the third part (c) of all questions in Sections B and C.

The marking criteria for the Enquiry contain criteria for written communication. These may be found in Sub-section 7 of this specification.

4.7.2 Use of ICT

Opportunities for candidates to use ICT may arise throughout a course of study. However, the main opportunities will arise in the coursework component.

Candidates may wish to:

- use ICT appropriately in planning, carrying out and presenting their Enquiry. Such use might include: the use of a scheduler to plan the Enquiry; research using CD ROMs and/or the Internet and/or other electronic data bases; data and analysis using spreadsheets, presentation in a word-processed format, possibly including computer generated charts, diagrams, tables or images.

Attention is particularly drawn to the internet sites listed in Sub-section 10.

While the use of ICT will not be specifically rewarded in the assessment of coursework, its use will often enhance the presentation of the work and will also provide opportunities to generate evidence for IT Key Skills at Level 2.

4.8   DIFFERENTIATION

In Papers 1-4 differentiation will be achieved by differentiated papers.

In the Enquiry differentiation will be by outcome.

For the Foundation Tier, candidates are generally expected to:

- recall and partially describe some aspects of the social structures and processes identified in the specification content;
- show a limited understanding of the inter-relatedness of social structures;
- show some understanding of a limited number of key concepts and issues;
- use a limited range of methods and sources of information;
- use evidence and data to make judgements and draw conclusions that are usually sound but may not be clearly reasoned or justified.

For the Higher Tier, candidates are generally expected to:

- recall and fully describe most aspects of the social structures and processes identified in the specification content;

- show a good understanding of the inter-relatedness of social structures and processes;

- show a good understanding of a wide range of key concepts and issues;

- use a wide range of methods and sources of information as described in the specification;

- use a wide range of evidence and data to make reasoned judgements and draw conclusions that are justified.

4.9 AWARDING OF GRADES

The written papers will have a total weighting of 80% and internal assessment a weighting of 20%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section C; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates recall and recognise some social structures, models or processes outlined in the specification and give a partial description of them. They show a basic understanding of, and apply in a superficial way, a few sociological concepts, terms and theories. They recognise and describe relevant sociological issues or debates.

Candidates use a limited range of methods, sources, information and data uncritically and in a simple manner to find out about sociological issues or topics. They demonstrate a limited ability to interpret information, make judgements and reach conclusions.

Grade C

Candidates recall, describe and give a partial analysis of a variety of social structures, models or processes outlined in the specification. They show understanding of, and apply a variety of, sociological concepts, terms and theories. They recognise and describe relevant sociological issues or debates and select appropriate arguments in relation to the issues, theories and evidence. They make straightforward links between social structures, processes and issues.

Candidates use a range of methods, sources, information and data to find out about social issues or topics and can indicate why they were chosen. They handle and evaluate information and data to make reasonable judgements and present plausible conclusions which are supported by relevant evidence.

Grade A

Candidates deploy a breadth of relevant knowledge to produce substantiated analyses and explanations of a variety of social structures, models or processes outlined in the specification. They show precise understanding of, and apply accurately, appropriate sociological concepts, terms and theories. They recognise appropriate sociological issues or debates, substantiate them with evidence and reach valid conclusions. They analyse links between social structures, processes and issues.

Candidates identify and use appropriate methods, sources, information and data for a particular purpose and justify their selection. They interpret information and data presented in a variety of forms, critically evaluate its relevance in relation to the arguments and reach substantiated conclusions.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

5.1 INTRODUCTION

The content is organised into two main areas of study (four core topics and six option topics) which reflect central ideas and questions in Sociology. These are used to explore the nature of social relationships, processes, structures and issues. The sections should be studied to gain an understanding of social groups and societies; the use of cross-cultural, historical and anthropological examples and case studies is to be encouraged.

The specification content is set out in four parts to aid clarity and promote understanding:

- *Key Issues* – the main areas of debate within a topic area, always posed as a question;
- *Key Concepts* – sociological terms and phrases for each key issue;
- *Content* – the main focus of teaching and learning;
- *Guidance Notes* – additional help and clarification for teachers, with some suggested strategies and examples.

Examination questions which require the use of examples will primarily be taken from the Key Concepts and Content sections of the specification.

Social stratification is assessed throughout the specification, but is explicitly referenced in the core topic areas, where issues of class, gender and ethnicity have been italicised.

Candidates should develop an understanding of the concepts and processes of inequality, social interaction and differentiation, socialisation and social change through their study of the Core and Option sections of the specification.

5.2 CORE TOPICS

🖼 ⬛ C1.1-1.2; C2.1-2.2, IT1.1-1.2; LP1.1-1.3; LP2.1-2.3; WO1.1-1.2; WO2.1-2.2

Topic 1: Family and identity

Introduction

Candidates are expected to develop a critical understanding of the family and individual identity. This includes knowledge of family structures and relationships, and the creation of individual identity.

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

Key concepts: Identity; norms; roles; values; culture; socialisation; family.

Content	Guidance notes
🖼 The development of individual identity and the learning of social roles.	*An explanation of how individuals learn the culture of a society.*
🖼 The role of the family in socialisation and identity.	*Examples of 'non-socialised' children.*
Functions of the family.	*E.g. a comparison of functions between pre-industrial and industrial societies.*

Key issue 2: How and why are family structures changing?

Key concepts: Households; kinship, marriage and divorce; serial monogamy; cohabitation; reconstituted families; lone parent families.

Content	Guidance notes
Different types of family(ies), households, kinship groups, marriage (using cross cultural comparisons).	*E.g. nuclear/extended; polygamy/monogamy*
Family diversity, according to *class, gender* and *ethnicity.*	*E.g. linked to divorce, co-habitation, re-marriage. Study of debates and issues associated with family diversity; e.g. the moral panic over lone parent families.*
Alternatives to the family, including cross-cultural comparisons.	*E.g. Kibbutzim; homosexual families.*

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

Key concepts: Conjugal roles; symmetrical family; housewives/househusbands; feminism; domestic violence; child abuse; the 'dark side' of family life.

Content	Guidance notes
The domestic division of labour and decision making in the home.	*The domestic division of labour and decision-making in families. Relationships between husbands/wives; parents/children.*
Relationships between husbands/wives; parents/children. Include differences according to *class, gender* and *ethnicity.*	*Domestic violence; child abuse.* *Impact of feminism.*
The 'dark side' of family life: Domestic violence and child abuse.	*Consideration of the positive and negative views of family life.*

Topic 2: Power and citizenship

Introduction

Candidates are expected to develop a critical understanding of power and citizenship in society. This includes knowledge of political decision making, individual political socialisation and concepts of power.

Key issue 1: What is power?

Key concepts: Power; authority; conflict; co-operation.

Content	Guidance notes
Forms of power and their relationship to income, wealth and status.	*E.g. the difference between authority and power.*
The distribution of power according to *class, gender* and *ethnicity.*	

Key issue 2: How are political decisions made?

Key concepts: Government; parliament; elections; democracy; dictatorship.

Content	Guidance notes
▦ Types of political systems: Democracy; Dictatorship.	*Study the problems and practices of Britain as a democracy, using case studies.*
▦ Political institutions and decision making at the local, regional, and national level. Community involvement.	*A detailed knowledge of the political and electoral systems is not required. You could start, for example, with a consideration of decision-making within the school environment.*
▦ Power and relationships in groups.	*Power and relationships in groups e.g. decision making within family, school, the workplace.*

▦ **Key issue 3:** How do individuals participate politically?

Key concepts: Citizenship; individual rights; freedom of speech; pressure groups; trade unions.

Content	Guidance notes
▦ Individuals and political socialisation in the family, peer group, workplace, and media.	*How do individuals become concerned about political issues?*
Parties, voting, pressure groups and trade unions.	*How can individuals make themselves effective in the life of the nation?*
Regionalism in Britain.	*Include types of pressure groups and trade unions and case studies (local, regional, national).*
Freedom of speech and censorship of ideas.	*The role of the media.*
▦ Racism; Sexism.	*How these influence and affect individual rights and relationships.*

Topic 3: Education

Introduction

Candidates are expected to develop a critical understanding of issues surrounding education. This includes knowledge of the role of education, the main changes to the educational system and patterns of educational achievement.

Key issue 1: What is the role of education?

Key concepts: Education; socialisation; social control; formal and hidden curriculum.

Content	Guidance notes
The functions of education Socialisation, learning and the curriculum.	*A consideration of the role and purposes of education.*
Alternatives to schooling.	*A consideration of education as part of secondary socialisation; formal and hidden curriculum.*

Key issue 2: How has the British education system changed?

Key concepts: Comprehensive education; setting and streaming; vocationalism; selection.

Content	Guidance notes
The structure of the educational system.	*Primary, secondary, tertiary;* *Independent v state schools.*
Main changes to education systems since 1979.	*A detailed historical knowledge is not required. Focus on issues: e.g. setting and streaming; comprehensive v selective schools. Only a broad understanding of pre-1979 initiatives is required. 1988 Act, national curriculum, parental choice, inclusive education.*
Issues in the contemporary education system.	*Vocational education; the debate about academic and vocational education. Recent government initiatives; diversity; gender and single-sex education; school inspections.*

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

Key concepts: Inequality, opportunity; material deprivation, cultural deprivation, labelling; self-fulfilling prophecy; stereotyping.

Content	Guidance notes
Patterns of inequality of educational achievement according to *class, gender* and *ethnicity*.	*Focus on general trends. A detailed literature study is not required.*
Explanations for achievement and underachievement.	*Material/Cultural factors; Inside/Outside school influences.*

Topic 4: Work and employment

Introduction

Candidates are expected to develop a critical understanding of issues surrounding work and employment. This includes knowledge of people's experiences of work, how work is changing and issues surrounding work and equality.

Key issue 1: What is work and how is it changing?

Key concepts: Work; employment; unemployment; leisure; life chances.

Content	Guidance notes
An exploration of different definitions of work.	*The problems of defining what work means; e.g. the role of housework.*
The meaning of work/employment How work influences life chances, family life and standard of living.	*Why is work central? What are the differences between the experience of being self-employed v employed? How does paid work influence our non-working lives?*
The causes of unemployment. The distribution of unemployment: *class, ethnicity* and *gender*; region.	*Structural vs. individual reasons.*

Key issue 2: What are people's experiences of work?

Key concepts: Mechanisation; automation; computerisation; re-skilling; re-skilling; alienation; flexi-time; part-time and full-time work; intrinsic / extrinsic job satisfaction.

Content	Guidance notes
Technological developments.	*Include, for example, very recent changes, such as the expansion in ICT.*
Advantages and disadvantages of changing technology to workers and employers.	*E.g. is increasing technological development liberating?*
Changing patterns of work.	*E.g. decline in the idea of a 'job for life'; increase in part-time; flexible working patterns; working from home. Change in type of work eg. expansion of call centres.*
Intrinsic and extrinsic sources of job satisfaction.	*Consideration of why people work.*

Key issue 3: Is there equality in work?

Key concepts: Pay and working conditions; career opportunities; management and trade unions; equal opportunities.

Content	Guidance notes
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.*
Different groups within the workplace e.g management, trade unions.	*Gender: double burden; Ethnicity: racial discrimination; Age: retirement and its social implications.*

5.3   OPTION TOPICS

C1.1-1.2; C2.1-2.2; IT1.1-1.2; LP1.1-1.3; LP2.1-2.3; WO1.1-1.2; WO2.1-2.2

Topic 5: Crime, deviance and social control

Introduction

Candidates are expected to develop a critical understanding of crime, deviance and social control. This includes knowledge of definitions of crime and deviance, types of social control and patterns of crime.

Key issue 1: What is crime and deviance?

Key concepts: Deviance; crime; delinquency; norms, values and beliefs.

Content	Guidance notes
The social nature/relativity of deviance, normality and conformity.	*How deviance changes historically, cross-culturally and according to social content.*
The relationship between crime and deviance.	*E.g. is all crime deviant and vice – versa?*

Key issue 2: What happens when rules are broken?

Key concepts: Informal control; formal control; conformity; agents of social control.

Content	Guidance notes
Types of social control (formal; informal). Agencies of social control (family, school, peer group, mass media, workplace, and formal agencies including police and courts).	*Use localised examples - why do people break the school rules? Refer to the idea of 'rules' and the acceptable range: e.g. formal and informal rules, from minor to serious crime.*
A consideration of the 'solutions' to crime.	*An assessment of the effectiveness of different strategies e.g. fines; imprisonment; community service; electronic tagging.*

Key Issue 3: Who breaks the rules and why?

Key concepts: Official statistics; self-report studies; victim surveys; socialisation; peer-group pressure; opportunity structure; labelling.

Content	Guidance notes
⊞ Crime and its impact on the community.	*Media responses to crime and fear of crime.*
⊞ Patterns of crime (by social class, gender, ethnicity and age) and sociological explanations of crime and delinquency.	*Different ways of measuring crime and the problematic nature of official statistics.* *Causes of criminal behavior, from a sociological viewpoint.*

Topic 6: Protest and social movements

Introduction

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.

Key issue 1: What are social movements?

Key concepts: Beliefs; ideology; political action.

Content	Guidance notes
Groups who share beliefs/ideology. The relationship between beliefs, lifestyle and action.	*Examples of social movements to illustrate the main concepts. e.g. environmentalism (Eco-warriors) new age travellers, lesbian and gay movement, the peace movement.*

Key issue 2: How and why do social movements develop?

Key concepts: Lifestyle; social exclusion; powerlessness; social deprivation.

Content	Guidance notes
Factors which make a group become a social movement: how groups grow, gain influence and become successful; Responses to contemporary issues; The development of particular lifestyles.	*Include examples of the social processes involved. e.g. developing from small to large groups; what makes a group successful (e.g. leadership; organisation; media influences).*
Common themes of social movements as related to *class*, *gender* and *ethnicity* .	*Illustrative examples can be gained from localised case studies.*
Social exclusion/Powerlessness.	*The effects of social deprivation, exclusion and stratification*

Key issue 3: How do groups protest?

Key concepts: Protest; illegitimate and legitimate protest; direct action; indirect action.

Content	Guidance notes
The role of protest in a democracy. Protest and community involvement. Direct action; demonstrations; joining pressure groups (legitimate action). Riots; civil disobedience; violence (illegitimate action).	*Use case studies as examples.* *Consideration of which sorts of protest are most 'successful' in effecting change.*

Topic 7: Religion

Introduction

Candidates are expected to develop a critical understanding of issues and debates in the sociology of religion. This includes knowledge of how religion can be defined, whether religion is declining and a consideration of the growth of new religious movements.

Key issue 1: How can religion be defined?

Key concepts: Beliefs, experience and behaviour; religious practice; religiosity.

Content	Guidance notes
Definitions of religion; religious belief; practices; experience; behaviour.	*What 'activities' can be defined as religious?*
	An exploration of the relationship between religion, practice and belief.
⊞ Institutional and personal dimensions of religion.	*Problems of defining religion.*

Key issue 2: How is religion changing?

Key concepts: Secularisation; diversity.

Content	Guidance notes
Secularisation debate	*Arguments for and against the secularisation thesis.*
Patterns of religious diversity (both in the UK and worldwide).	*The strength of religious influence in some societies: local; regional; national; international perspective.*
⊞ Difference by *class, gender*, *age* and *ethnicity*	

Key issue 3: How can the growth of religious movements be explained?

Key concepts: Sects, denominations, churches; experience and conversion; types of religious movement.

Content	Guidance notes
Types of religious movements. Membership of religious movements. ▦ The reasons for belonging to a religious movement.	*Make reference to at least one case study of a religious movement.*

Topic 8: The mass media

Introduction

Candidates are expected to develop a critical understanding of the mass media. This includes knowledge of the relationship between media and audiences, and the creation and presentation of media content.

Key issues: What are the mass media?

Key concepts: Mass media; communication; globalisation.

Content	Guidance notes
Definitions and types of the mass media.	*E.g. printed, broadcast and electronic.*
Trends in ownership & control: Globalisation.	*Development over the past 20 years. e.g. internet technology.*

Key issue 2: How is the content of the mass media created and presented?

Key concepts: Selection, bias, stereotyping.

Content	Guidance notes
Media content creation: factors affecting the creation and selection of events and images in the mass media.	*E.g. editorial, political, technical, ethical and practical considerations. Compare and contrast media examples: eg. television; newspapers.*
Media content presentation: The representation of different groups e.g. *class, gender* and *ethnicity*	

Key issue 3: What is the relationship between media and audiences?

Key concepts: Audiences and socialisation; media effects models; moral panics.

Content	Guidance notes
How the media shape values, attitudes and behaviour.	*The media and socialisation. e.g. the hypodermic syringe model.*
How audiences use the media.	*e.g. the audience and control over the internet. (uses/gratification model).*
The media's role in creating deviance: moral panics and the media.	*The reporting of moral panics. Refer to contemporary examples.*

Topic 9: Contemporary social changes

Introduction

Candidates are expected to develop a critical understanding of the extent, causes and effects of contemporary social changes, with particular reference to global economic trends and population growth. Candidates are expected to have knowledge and understanding only of broad trends and of their overall impact on individuals and societies. Detailed knowledge is not required.

Key issue 1: What are the main demographic trends in the contemporary world?

Key concepts: Population structure; birth rate; death rate; migration; life expectancy; dependency.

Content	Guidance notes
Changes in the size and structure of populations of developing countries and of developed countries.	*Candidates should be aware of the importance of ages and sex structure probably throughout the population pyramids, and should understand how birth rates, death rates and migration affect the present and future population size and structures of the countries and regions of the world.*

Key issue 2: What are the main economic trends in the contemporary world?

Key concepts: Technological development; development and under-development; north/south divide; global economy.

Content	Guidance notes
The main trends in technological development.	*E.g. the development and use of ICT, including automation, mass communications, the growth of mass transport and travel, the development of biotechnology.*
Contemporary world economic development.	*The growth of a global economy.*
World poverty; the north/south divide.	*Causes of world poverty; development and under-development; international debts.*

Key issue 3: What are the effects of these changes?

Key concepts: Globalisation; environmental degradation; sustainable development

Content	Guidance notes
The effects of economic and population changes.	*E.g. the growth of multinational corporations; global communications; mass tourism; cultural domination conflict.*
	E.g. environmental degradation; economic migrants and refugees.
Response to economic and population changes.	*E.g. population policies; sustainable development; international aid programmes.*

Topic 10: Poverty

Introduction

Candidates are expected to develop a critical understanding of the main causes and effects of poverty. This includes knowledge of definitions, extent and explanations of poverty. Candidates are encouraged to develop an awareness of government social policy regarding poverty.

Key issue 1: What is poverty and how is it measured?

Key concepts: Absolute/relative poverty; deprivation.

Content	Guidance notes
Defining poverty. Measuring poverty.	*Refer both to methods used by sociologists (e.g. Mack and Lansley) and the government (poverty line as income support).*

Key issue 2: Who are the poor?

Key concepts: Poverty and social exclusion.

Content	Guidance notes
General trends and factors influencing the likelihood of being poor. The distribution of poverty in terms of *class, gender, ethnicity* and *age*.	*Who are most likely to suffer from poverty?* *Lone parent families; unemployed; low paid; elderly; class; refugees.*

Key issue 3: How is poverty explained?

Key concepts: Culture of poverty; poverty trap; cycle of deprivation; dependency culture; social stratification and inequality.

Content	Guidance notes
Different sociological/political explanations of poverty.	*An understanding of the contrasting explanations of poverty.*
Poverty and social policy.	*Links between particular explanations and government policy.*
Responses to poverty.	*Government policy, personal responses and media responses.*

5.4   METHODOLOGY

Methodology will be assessed in the Enquiry and also in papers 1-4, mainly in section A.

Introduction

Candidates are expected to develop a critical understanding of sociological evidence and research processes. This includes knowledge of the main methods and strategies of sociological research. In addition candidates are expected to acquire, select, interpret and evaluate information and evidence presented in different forms.

Key issue 1: How do sociologists investigate society?

Key concepts: Research techniques; research design; ethical issues.

Content	Guidance notes
Observation; participant observation; structured and unstructured interviews; questionnaires; experiments; content analysis.	*Awareness of the nature of the method, its main uses and the types of evidence which may be gathered.*
The main stages of social research; creating research aims and hypotheses; practical issues of time, cost and access; sampling; using more than one method; social surveys; pilot studies; case studies; longitudinal studies; comparative studies.	*A general understanding of the main principles of research design.*
Responsibilities to participants, researcher and other researchers, community; issues of suitability of investigation, competence of researcher, consent of participants, confidentiality of information and data, and conduct of researcher.	*A general understanding of the main ethical issues, illustrated with examples from sociological research.*

Key issue 2: What information and evidence do sociologists collect and use?

Key concepts: Primary and secondary data; quantitative data; qualitative data; documentary evidence.

Content	Guidance notes
The distinction between primary and secondary data.	*A simple understanding of the distinction.*
Official statistics; simple descriptive statistics.	*Official statistics, simple numerical analysis of data.*
Attitudes, values and beliefs; facts and opinions.	*A general understanding of the different types of qualitative data and evidence that sociologists collect and use, illustrated with examples from sociological research.*
Photographs; historical documents and evidence; media material (e.g. newspapers, TV, radio, internet); personal accounts and diaries.	

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

Key concepts: Presentation; research reports; evaluation

Content	Guidance notes
Diagrams; charts; statistical tables; graphs; internet web sites; references to and quotations from information gathered using research instruments; presenting arguments, making a case and drawing conclusions; comparing evidence; transposition of data.	*Awareness of how to present evidence, information and data in a variety of different ways and appropriately for purpose.*
Main conventions of report writing.	*Use of summary, introduction, aims, background information, methodology, results, conclusions, evaluation, bibliography.*
Generalisation; validity; reliability; strengths and weaknesses of information collected by different sociological methods; fitness for purpose; testing a hypothesis; exaggeration; distortion; selection and bias.	*Candidates should be able to critically review the main strengths and weaknesses of evidence and argument.*

SECTION D: COURSEWORK

6   Coursework Tasks

6.1   NATURE OF COURSEWORK

C1.1-1.3; C2.1-2.3; IT1.1-1.2; IT2.1-2.2; N1.1-1.3; WO1.1-1.3; WO2.1-2.3; LP1.1-1.3; LP2.1-2.3; PS1.1-1.3; PS2.1-2.3.

Introduction

Teachers should consult the General Coursework Regulations issued by OCR for general details about the submission of coursework. (See Handbook for Centres).

Time

The time devoted to coursework should be in proportion to the mark allocation. It is suggested that the Enquiries do not take place until candidates have developed the necessary skills and maturity to carry out an extended piece of work with appropriate guidance from the teacher. It is also suggested that the Enquiry is completed before the end of the Spring Term in the year of assessment to allow sufficient time for the internal marking and moderation process.

The Enquiry

Within the context of the aims of the specification, the Enquiry is designed to:

- enable candidates to conduct their own practical investigations into an aspect of social life related to the specification content;
- promote candidates' ability to develop their own sociological knowledge and understanding through the use of appropriate research skills and methodology;
- encourage awareness of the theoretical and practical implications of conducting social research;
- develop critical awareness of the nature of sociological evidence, particularly in relation to its method of collection;
- allow candidates to study in detail an aspect of the specification in which they have a particular interest.

It is hoped that this form of coursework will encourage practical and active approaches to teaching and learning within a course of study based upon this specification.

Group and collaborative work may be carried out, particularly in the design of an Enquiry and in the collection of data. However, each candidate should produce his/her own written report in which the contribution of the individual is clearly identified.

Candidates should be aware of the full range of research techniques and research designs available in planning their investigations as described in the methodology section of the specification content.

Selection of Enquiry Topics

The research should be directly related to the specification content and based upon an exploration of a sociological concept, issue or theme in relation to an area of social life. It should give candidates an opportunity to use primary and secondary sources of evidence. Candidates should be encouraged to base their investigations on a topic related to their own experience or personal interest, though the general approach to the Enquiry and practical research will depend upon the particular circumstances of each Centre, for example in terms of resources available and practical considerations.

A number of approaches may be adopted. These could be:

- each candidate selects their own topic, with free choice, though guided by the Centre;
- candidates are given a list of themes, topics or titles by the Centre from which to choose;
- all candidates explore the same theme or topic provided by the Centre.

Presentation

The Enquiry of each candidate must be on A4 paper. All work must be identified clearly with the candidate's name, candidate number and Centre number.

Although most of the Enquiry will be in written form, diagrams, illustrations, statistical tables, photographs and work in other media, such as video and audio-tapes, should be encouraged so that the most appropriate form of presentation is adopted.

The Enquiry may be in typescript or word-processed, provided that the production of the typescript is the work of the candidate. Original handwritten work and notes must be retained until after the end of the period allowed for appeals against results.

The Enquiry submitted by candidates should be organised according to the general conventions of sociological report writing. It should contain the following main sections:

Title
Contents
Summary of abstract
Introduction
Background
Methodology
Results
Conclusion
Evaluation
Bibliography or list of sources

Length

The Enquiry should enable a candidate to pursue a detailed investigation over an extended period of time, which should reflect the proportion of the final marks awarded for this component of the scheme of assessment. The Enquiry should be capable of completion within 2 000 words.

Monitoring of Coursework

Centres must submit to OCR a brief statement indicating the types of Enquiry which they propose to set and how the assessment criteria will apply.

The statement must be submitted by January 31 of a one year course and by the December 31 of a two year course. All statements will be considered by a coursework consultant and Centres will be informed as quickly as possible.

6.2   EXEMPLAR COURSEWORK TASKS

The Enquiry completed by candidates should involve the use of sociological methods. However, the nature and scope of the Enquiry can vary. For example, an Enquiry might aim to examine and replicate the findings of an existing research study, test an hypothesis, develop a case study or explore an issue or area of social life in general. Enquiries may involve students undertaking research within the community, for example, while on a work experience placement. Equally satisfactory could be to use sociological methods to gather data from peers within the classroom, students' families and the school itself. For example, a survey of attitudes on political issues among young people, supported by several interviews, could be conducted among the students of the school. An exploration of teachers' perceptions of their job and sources of job satisfaction may be possible as an investigation within the sociology of work.

It is expected that candidates may not always solve or answer the questions they investigate. An Enquiry may lead to a problem that cannot be solved or require data that are unexpectedly impossible to collect. An Enquiry may therefore lead students to a better understanding of the complexities and difficulties of a problem rather than to a completely satisfactory solution.

Considerable importance should be given to encouraging students to report and discuss problems or unanticipated results experienced as they conducted their investigation and research, how they responded to these and any 'lessons learnt' for the future, as a result. Changes in research strategy are not necessarily to be seen as evidence of failure in the majority of cases. Recognition of the difficulties and problems of doing research should be given credit.

Suggested Areas of Investigation

The range of possible investigations for the Enquiry is very large and many Centres have successfully devised their own topics. Many Centres allow students to select or design their own topics. This is potentially motivating for students and an example of good practice. This specification encourages this to continue.

However the following titles are also provided by OCR in order to give Centres suggested starting points for students in the design of a suitable investigation for the Enquiry. The titles may be interpreted in a number of different ways and are deliberately flexible. Students should be encouraged to use them as a basis for developing specific hypotheses to test or questions to answer, linked to a clearly defined research strategy.

Centres may also devise their own titles and research strategies as long as they relate to the specification content and will test the Assessment Objectives effectively. Whether or not Centre designed titles or OCR titles are used, all Centres must go through the Coursework Monitoring exercise on an annual basis.

Family and identity

- A comparison of family structures or lifestyle across different social groups, for example different religious or cultural groups or generations.
- An analysis of changing roles within the family, for example between husbands and wives, and parents and children.
- An investigation into gender or ethnic differences in socialisation.

Power and citizenship

- An investigation into political participation amongst different social groups, for example young adult voters.
- An investigation into the methods used by pressure groups to influence decision-making or public opinion.
- An analysis of a local or national campaign or issue.

Education

- An analysis of classroom interaction, for example with respect to patterns of discipline or gender differences.

- A case study of deviance or youth culture within schools, for example to explore labelling.

- An investigation of changes in the curriculum or other educational initiatives, for example new vocationalism or the National Curriculum.

Work and employment

- A case study of a work situation, to analyse status, power and job satisfaction.

- A study of the impact of changing technology in the workplace.

- A study of equality and inequality at work, in relation to gender, ethnicity or class.

Crime, deviance and social control

- An investigation into people's perceptions of the extent, patterns or types of crime or deviance in a particular institution or area.

- An investigation into the media reporting of crime and deviance.

- An investigation into the effectiveness of different forms of punishment in reducing deviance in schools and/or colleges.

Protest and social movements

- A study of a particular social movement (eg. new age travellers).

- A study of the role of civil disobedience.

- A case study of a protest march or demonstration.

Religion

- An investigation into the extent and nature of religious belief.

- A case study of a new religious movement.

- A study of religious diversity in an urban community.

The mass media

- A study of the patterns of media use and consumption.

- A comparison of the content and methods of presentation of different media.

- An investigation into censorship and bias in the mass media.

Contemporary social changes

- A study of the impact of a new housing estate on a rural community.
- An investigation of the impact of globalisation on eating habits across generations.
- A study of the differential impact of atmospheric pollution on different communities.

Poverty

- A replication of, for example, the work of Mack and Lansley.
- A study of the relationship between poverty and the life cycle.
- A case study of the effect of government policies on poverty.

Social stratification

- An investigation into class or gender or racial differences in socialisation.
- An investigation into differences in the lifestyle of different social groups, for example different social classes or occupational groups.
- An investigation into the different social status or power of different social groups, for example in youth, adulthood and old age or between the sexes.

7   Regulations for Internal Assessment

7.1   SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- suggest forms of development and research and stimulating fresh avenues of Enquiry if candidates run into difficulty;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures;
- advise candidates about the presentation of the final project.

Internally assessed work should be completed in normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre e.g. research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

7.2   PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.

- Quotations must be clearly marked and a reference provided wherever possible.

- Work submitted for moderation must be marked with the:

    Centre number
    Centre name
    candidate number
    candidate name
    specification code and title
    title.

All work submitted for moderation must be kept in an A4 envelope folder (not a ring binder).

7.3   MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Assessment Objective 1 (AO1) – Knowledge and Understanding

This may be knowledge and understanding of a relatively narrow range of material in detail or a wider range of material in less detail.

	1:1 Social structures, processes, concepts and issues	
Level	**Candidate Response**	**Marks**
4	Wide-ranging knowledge and precise understanding of material relevant to the aims of the Enquiry. Reveals understanding of the complexity of social life and links between structures, processes, concepts and issues.	7-8
3	Good knowledge and sound understanding of material relevant to the aims of the Enquiry. Reveals understanding of main links between structures, processes, concepts and issues.	5-6
2	Basic knowledge and understanding of material mainly relevant to the aims of the Enquiry.	3-4
1	Limited knowledge and some partial understanding of material with some relevance to the aims of the Enquiry.	1-2

	1:2 Sociological methodology and research strategies	
Level	**Candidate Response**	**Marks**
4	Wide-ranging knowledge and precise understanding of material relevant to the aims of the Enquiry; used explicitly to support choice of methodology.	7-8
3	Good knowledge and sound understanding of material relevant to the aims of the Enquiry; used to support choice of methodology.	5-6
2	Basic knowledge and understanding of material mainly relevant to the aims of the Enquiry; used partly to support choice of methodology.	3-4
1	Limited knowledge and some partial understanding of material with some relevance to the aims of the Enquiry; the links to choice of methodology are implicit or unclear.	1-2

Assessment Objective 2 (AO2) – Skills

<table>
<tr><td colspan="5">2:1 Acquire information for different purposes by direct collection of information and by acquiring information from existing sources</td></tr>
<tr><th>Level</th><th>Location, selection and acquistion – candidate response</th><th>Mark</th><th>Results and conclusions – candidate response</th><th>Mark</th></tr>
<tr><td>3</td><td>A range of detailed, relevant evidence is presented with full justification for selection in relation to the aims of the Enquiry; a range of research techniques and an appropriate design are justified and used competently.</td><td>3</td><td>Research techniques and design are fully evaluated in a balanced way, including in relation to the aims of the research; a range of reasoned suggestions for improvement are discussed.</td><td>3</td></tr>
<tr><td>2</td><td>Some relevant evidence is presented with justification for selection; several research techniques and an appropriate design are justified and used effectively with some minor weaknesses.</td><td>2</td><td>Some of the research techniques and aspects of the design are evaluated, including in relation to the aims of the research; some suggestions for improvement are identified.</td><td>2</td></tr>
<tr><td>1</td><td>Limited evidence is presented with little or no justification for selection; research technique(s) and design are used simply, design and use reveal significant weaknesses.</td><td>1</td><td>One or two strengths or weaknesses of the research techniques and aspects of the design are identified.</td><td>1</td></tr>
</table>

2:2 Interpret information presented in different forms and evaluate its relevance and accuracy

Level	Analysis and interpretation of evidence - candidate response	Mark	Evaluation – candidate response	Mark
4	The evidence presented is explained in detail; the relationship to the aims of the research is explained clearly and explicitly; reasoned discussion of the relationship of the primary evidence to the secondary evidence and other background material.	4	Evidence is fully evaluated in a balanced way, including in relation to the aims of the research; a range of reasoned suggestions for improvement are discussed; a range of suggestions for further research are discussed.	4
3	The evidence presented is explained clearly and linked to the aims of the research and the secondary evidence and other background material.	3	Evidence is evaluated in a balanced way, including in relation to the aims of the research; several reasoned suggestions for improvement are identified; several suggestions for further research are identified.	3
2	The evidence presented is partially explained and linked simply to the aims of the research and any secondary evidence and other background material.	2	Some of the evidence is evaluated simply; one or two suggestions for improvement and/or further research are identified.	2
1	A limited, simple attempt to explain the evidence. There is no attempt to link the evidence to background material.	1	One or two strengths or weaknesses of some of the evidence are identified.	1

Level	Aims and methods - candidate response	Mark	Results and conclusions - candidate response	Mark
	2:3 Use information to examine issues and construct and evaluate arguments and conclusions			
3	Detailed, clear statement of aims and purpose related explicitly to the background material; fully justified description of research techniques and design, explicitly linked to aims.	3	A wide range of relevant evidence is presented systematically and clearly in several different forms with justification; conclusions are substantiated and clearly related to the aims of the Enquiry; conclusions are fully evaluated in a balanced way.	3
2	A statement of aims and purpose linked to the background material; description of research techniques and design linked to aims.	2	Some relevant evidence is presented clearly with some explanation; conclusions are related to the aim of the Enquiry and based on some evidence; conclusions are evaluated simply.	2
1	Basic statement of aims and purpose; some limited description of research techniques and design	1	Limited evidence is presented in simple way and may lack clarity; a simple conclusion based on some evidence, possibly of an anecdotal or personal nature; conclusions are evaluated in a limited way or not at all.	1

2:4 Presentation of evidence, information and data.

Please note that it is not essential for candidates to use ICT in the presentation of their coursework, however its use is to be encouraged.

Level	Candidate response	Mark
4	Evidence, information and data are presented accurately and clearly in a variety of forms that suit their purpose; spelling, punctuation and grammar are accurate. A wide range of specialist terms is used correctly and precisely; meaning is clear and unambiguous; where ICT is used, it is used competently and appropriately.	4
3	Evidence, information and data are presented in a variety of forms that suit their purpose; spelling, punctuation and grammar are used with considerable accuracy; a range of specialist terms are used correctly and precisely; meaning is generally clear; where ICT is used it is generally used competently and appropriately.	3
2	Evidence, information and data are presented with occasional inaccuracy and ambiguity; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used appropriately; meaning is generally clear, but occasionally ambiguity and lack of clarity is apparent, ICT is used, but with some inaccuracy and inappropriateness.	2
1	Evidence, information and data are presented with frequent inaccuracy and ambiguity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inappropriately; meaning is usually clear, but much ambiguity and lack of clarity is apparent; some ICT is used, but with considerable inaccuracy and inappropriateness.	1

Summary of Enquiry mark allocations

Assessment Objective	Marks available	Total available
AO 1:1	8	
AO 1:2	8	16
AO 2:1	6	
AO 2:2	8	
AO 2:3	6	
AO 2:4	4	24
	Overall Total : 40	

7.4   MODERATION

Each Enquiry is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of marking of internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

7.5   MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

SECTION E: FURTHER INFORMATION

8   Opportunities for Teaching

8.1   ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Sociology.

This sub-section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within Section C and Section D by a ▨ symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the ▬ symbol.

ICT Application/ Development	Opportunities for Using ICT during the Course	Examples
Search for and select information ▬ IT2.1	For homework assignments and/or for the coursework Enquiry, students search for and access suitable sites on the internet, and/or search CD ROMs and/or other electronic databases, and select appropriate information.	Sub-section 10 of this specification (Reading List) includes two website addresses. Both contain many hotlinks to sites which candidates can use to find information and data for any topic in this specification. Statistical data relating to topics such as education, work and employment, crime and deviance, poverty and contemporary global change is plentiful, especially on the government-related sites, but more able candidates should also be encouraged to read the text-based material which abounds on the internet. All candidates should, however, be advised to evaluate all internet-sources material rather than use it uncritically. To meet the evidence requirement for this component, candidates must use multiple criteria in making a search.

Explore and develop information IT2.2	Students explore the information they have selected, enter and bring it together into suitable formats (eg spreadsheet, word-processor), develop it, and derive new information.	This component of the IT Key Skill requires candidates to work with and manipulate any information they find (both quantitative and qualitative), explore and develop it and derive new information. This can be done for any topic in the specification, but it must be stressed that simply cutting and pasting pages of information does not meet the requirement. Teachers may wish to set homework assignments to practice and develop this skill, and then encourage candidates to undertake coursework which will generate portfolio evidence that is required.
Present combined information, including an example of text, an example of images, and an example of numbers IT2.3	Students select and use appropriate layouts for presenting combined information in ways that suit the purpose of their assignment/Enquiry, and ensure that the work is accurate, clear and saved appropriately.	If a candidate has completed work for the first two components of this Key Skill unit, they will have material with which to demonstrate this component. The presentation must combine different types of information. For example, coursework on differential achievement in an age-cohort at a school might include a table or spreadsheet, with a word-processed commentary, or a study of world population trends might include a population pyramid which has been created using a graphics package, again with accompanying commentary. **Note:** The unit tasks should be undertaken for each purpose.

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This sub-section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a ⬚ symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
Social and moral responsibility.	Opportunities exist throughout the course, but particularly in Family and identity, and Religion
Community involvement.	Opportunities exist throughout the course, but particularly in Power and citizenship, Crime, deviance and social control, Protest and social movements, and the Enquiry.
Political literacy.	Opportunities exist throughout the course, but particularly in Power and citizenship, Protest and social movements, and the Enquiry.

Throughout the specification there are many opportunities to contribute to the teaching of the Key Stage 4 Citizenship programme of study. However the following areas are particularly relevant:

- Power and citizenship (core topic);
- Protest and social movements (option topic);
- Work and employment (core topic);
- Crime, deviance and social control (option topic);
- Poverty (option topic);
- Contemporary social changes (option topic);
- Methodology.

8.3   SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The specification provides ample opportunity, in both core and option topics, for candidates to develop and demonstrate their understanding of spiritual, moral, ethical, social and cultural issues.

Spiritual issues are particularly relevant to the Religion option, and may be considered in the Education core topic and in Protest and social movements.

Cultural issues are a central concern of Sociology and underpin the GCSE Subject Criteria for Social Science (Sociology) which form the basis of this specification. They arise, therefore, throughout the specification. Moral and social issues are also a central concern of Sociology and should be considered throughout courses based on the specification. The ethical dimension of social research should be considered in the Methodology Sub-section and in the Enquiry.

8.4   HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Environmental issues may be particularly addressed in the options Protest and social movements and Contemporary social changes.

8.5   THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European and other cross-cultural examples should be used where appropriate in the delivery of the subject content.

9   Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of communication, Application of Number and Information Technology are indicated through the use of a in Sub-section 5. The wider Key Skills of Working with Others, Problem Solving and Improving own Learning and Performance may also be developed through the teaching programmes associated with the specification.

Key Skills are signposted in this specification in Sub-section 5 (Specification Content). The following matrix indicates where opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10   Reading List

The following list of suggested titles is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised GCSE specifications in Sociology may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

TEXTBOOKS FOR STUDENTS

Browne K	An Introduction to Sociology	Polity Press (1998)
Haralambos M et al.	Sociology: a New Approach	Causeway Press (1996)
National Extension College	Sociology GCSE	NEC (2001) (forthcoming)
Moore S	Sociology Alive! 3rd edition	Nelson Thornes (2001) (forthcoming)
O'Donnell G	Mastering Sociology	Macmillan (1994)
O'Donnell M and Garrod J	Sociology in Practice	Thomas Nelson (1992)
Townroe C and Yates G	Sociology for GCSE: revised edition	Addison Wesley Longman (1995)
Wilson P and Kidd A	Sociology for GCSE	Collins Educational (1998)

The Enquiry

Langley P	Doing Social Research: a Guide to Coursework	Causeway Press (1987)
Dunsmuir A and Williams L	Finding out about Society	Collins Educational (1987)

BOOKS FOR TEACHERS

Abbott P and Wallace C	An Introduction to Sociology: Feminist Perspectives	Routledge (1996)
Abercrombie N and Warde A	Contemporary British Society (3rd edition)	Polity (2000)
Abercrombie N et al	Social Change in Britain	Polity (1992)
Bilton T et al.	Introductory Sociology (3rd edition)	Macmillan (1996)
Fulcher J and Scott J	Sociology	Oxford UP (1999)
Giddens A	Sociology	Polity (1997)
Haralambos M and Holborn M	Sociology: Themes and perspectives (5th edition)	Collins Educational (2000)
Jones P	Studying Society	Collins (1992)
Jorgensen N et al	Sociology: an Interactive Approach	Collins (1997)
Kirby M et al	Sociology in Perspective (OCR edition)	Heinemann (2000)
Kirby M et al	Readings in Sociology	Heinemann (1998)
Lawson T et al	Sociology Reviewed	Collins Educational (1993)
Lawson T	Sociology for A Level: A Skills Based Approach	Collins Educational (1993)
McNeill P and Townley C	Fundamentals of Sociology	Stanley Thornes (1986)
O'Donnell M	A New Introduction to Sociology	Nelson (1997)
O'Donnell M	A New Introductory Reader in Sociology	Nelson (1993)
Stephens P et al	Think Sociology	Stanley Thornes (1998)
Taylor P et al	Sociology in Focus	Causeway (2000)
Haralambos M	Developments in Sociology	Causeway

An annual volume that is intended for photocopying in schools and colleges, hence the high price as copyright is waived. Seven or eight specification areas are covered each year on a three year rotation. The chapters are usually written by HE teachers, so the level is demanding.

Wilson P and Kidd A	Sociology for GCSE: Teachers' Resource Pack	Collins Educational (2000)
Jary D and Jary J	Dictionary of Sociology	Collins (1995)
Marshall G	Dictionary of Sociology	OUP (1996)

OTHER SOURCES

Magazines

Sociology Review, Philip Allan Publishers, Market Place, Deddington, Oxford OX15 0SE

New Internationalist. Tower House, Lathkill Street, Market Harborough LE16 9EF

Sociology Update. Olympus Books UK, 32 Shirley Road, Stoneygate, Leicestershire LE32 3LJ

Social Science Teacher. ATSS, PO Box 61, Watford WD2 2NH

Internet sites

http://freespace.virgin.net/chris/livesey.home.htm

http://www.le.ac.uk/education/centres/ATSS/ats.html

These two sites are both designed for A level Sociology teachers and students and have links to a large range of related sites.

Videos

Stephens P et al	Think Sociology	Stanley Thornes
Taggart L	Think Sociology: Voices	Stanley Thornes

Understanding Sociology (1) Theory and Methods

Understanding Sociology (2) Making Sense of Sociological Theory

From: Halo Vine Video, PO Box 104, Hinckley, LE10 2WW Tel: 0181 892 2445

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11 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

12   Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).

- Specimen question papers and mark schemes, available from the Publications Department

- (telephone 0870 870 6622; fax 0870 870 6621).

- Past question papers and mark schemes, available from the Publications Department

- (telephone 0870 870 6622; fax 0870 870 6621).

- Coursework guidance materials.

- Examples of marked work.

- Written advice on coursework proposals.

- A report on the examination, compiled by senior examining personnel after each examination session.

- Individual feedback to each Centre on the moderation of coursework.

- A website (www.ocr.org.uk);

- A dedicated subject-specific telephone number (01223 552978).

Appendix A   Ethics in Sociological Research Guidelines for Students

Adapted from the guidelines drawn up by the Association for the Teaching of Psychology. Teachers are advised to duplicate these guidelines and distribute them to students.

Aim

The aim of this document is to give guidelines to students involved in social research in schools and colleges. It addresses many of the major issues, but does not cover all of them. Whilst the following guidelines refer to social research in general, they are written specifically with sociological research in mind.

Introduction

Ethical issues arise whenever social research is carried out and you will need to consider these. Sociological investigations may have ethical implications for those participating in the study, others they have contact with, members of the public, the researcher, the reputation of the school or college and Sociology itself. You need to consider the rights and welfare of the people involved, the value of the knowledge obtained and the need to promote and maintain a positive image of Sociology. Sociological research can be fun, but it should not be carried out just for fun.

If you ask people to help you with your research, they have the right to refuse. Respect their rights at all times and avoid exploiting them for your own interests.

Here are some of the questions you will need to ask yourself about the study you carry out:

- should I be conducting this kind of study at all?
- what is the most ethical way of carrying it out?
- am I sufficiently competent to carry it out?
- have I informed the participants of all that they need and would expect to know before taking part?
- have they willingly agreed to take part?
- how do I ensure that all research records are confidential and anonymous, and will remain so?
- how do I ensure that my research is carried out professionally and in a way that protects the rights of those involved?
- should I get the participants to check the data and my interpretation of it?

Choosing the best method of study

However interesting your idea might seem, you should only proceed if your study can be ethically justified. You should familiarise yourself with previous relevant research and findings, and you should consult someone who is suitably experienced. The first person to approach will probably be a Sociology teacher or lecturer.

If your research involves any of the following, you should discuss it with someone competent to advise you:

- study of deviant or illegal behaviour, for example drug taking;
- invasion of privacy, particularly over potentially distressing experiences, for example divorce, child abuse;
- deception about the nature of the study or the participants' role in it;
- study of sensitive social issues attracting public or media attention;
- access to confidential information or data under the Data Protection Act.

Competence

You need to work within your limits, and seek advice from your teacher or lecturer in order to establish your competence level.

People may ask your advice because they know you are studying Sociology. They may want help with personal problems which may be beyond your level of competence. Be very careful how you respond and do not claim to be more skilled or better qualified than you really are.

Consent

Unless you are observing public behaviour, participants should be volunteers and told what your research is about. Whenever possible obtain their informed consent, making sure participants fully understand what they are agreeing to. You will need to emphasise rather than cover up aspects of the study that might affect someone's willingness to help. It is unethical to deceive people into taking part by saying the study is about something else. You should only withhold information if the research cannot be carried out in any other way.

Participants should be debriefed so they know exactly what the study was about - be prepared to answer any questions. Their own results should be made available to them. If participants will be distressed or annoyed when you give them feedback at the end of the study you should not proceed.

Participants have the right to withdraw from your study at any time - make sure they realise they can do this. Be prepared to stop the study immediately if you sense discomfort.

Participants should not be intimidated or pressurised into continuing when they do not want to, however inconvenient it is for you. You should be aware that participants may see you as threatening or in a position of influence simply because you are undertaking research.

Some people may be unable to give their own informed consent. These may include children, the elderly and those with special needs. Research with children presents particular problems. Normally you will need consent from a parent, guardian or from a person responsible for the child at the time of your study. For research conducted in a school, you should first obtain consent from the headteacher - this consent may also be required from parents or guardians. The headteacher will be able to advise you on this. In all circumstances, you must decide whether consent should be obtained from the child, and do this whenever possible.

Consent is not needed when carrying out naturalistic observations of behaviour in public places, but people's privacy should be respected. If you are researching on private property, such as a shopping precinct, it is a good idea to ask permission from the appropriate authorities. It is always best to check whether consent is required. Be aware that others may regard your behaviour as suspicious.

Confidentiality

Respect your participants' privacy by treating data as confidential. Others should be unable to identify those who have taken part in your study. Many researchers assign numbers or initials to participants, both to identify them in their reports and to maintain their anonymity. You may need to discuss your data with other researchers or your supervisor, so let participants know if you intend to do this. It is unethical to divulge individual data unless a participant has provided written permission for you to do so. Records should be kept safely and not left where others can gain access to them.

Conduct

You should always be honest about your own competence and limitations. You are unlikely to be an expert in sociological research or social issues. It is unethical to claim that you are.

Make sure you consider the welfare of those affected by your study. Maintain the highest standards of safety, ensuring that the research is safe and that participants do not attempt embarrassing, dangerous, painful or illegal tasks.

Your study must be designed so that those involved are not exposed to physical or psychological risks at any time. If in doubt, discuss this with your Sociology teacher or lecturer, and if necessary be prepared to abandon your study.

You should never:

- insult, offend or anger participants;
- make participants believe that they have harmed or upset someone else;
- break the law or encourage others to do so;
- contravene the Data Protection Act;
- illegally copy tests or materials;
- make up data;
- copy other people's work;
- claim that somebody else's wording is your own.