

GCE 2004

June Series



Mark Scheme

Sociology

(Unit SCY6)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC
MARK SCHEMES FOR UNIT 6.**

TWO RELATED MARK SCHEMES ARE PROVIDED

Examiners are required to consult and apply the two related mark schemes as follows:

A General Mark scheme made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

A Question Specific Mark scheme made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

Marking

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark scheme and the General Mark scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

GENERAL MARK SCHEME FOR UNIT 6**Knowledge and Understanding**

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show a very limited sociological knowledge and understanding. Answers will show little or no knowledge or understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show a somewhat limited sociological knowledge and understanding. Answers will show a limited knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar which may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show a reasonably good sociological knowledge and understanding. Answers will show an accurate but undeveloped knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be

a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

16 - 20 Answers in this band will show a very good sociological knowledge and understanding. Answers will show a clear and detailed knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

GENERAL MARK SCHEME FOR UNIT 6**Identification, Analysis, Interpretation and Evaluation**

- 0** No relevant identification, analysis, interpretation or evaluation.
- 1 - 5** Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show at best only a rudimentary ability to demonstrate any of the four skills.

Higher in the band, answers will show an ability to demonstrate one or more of the four skills to only an elementary standard. For example, there may be a very limited identification of a study or perspective. There may be a basic interpretation or analysis of an aspect of the question or of the material offered in answer to it. Evaluation may consist of a single brief critical point.

Throughout this band, there may be numerous significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Answers are very unlikely to demonstrate more than one or two of the skills, even to a very limited degree.

- 6 - 10** Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show a limited ability to demonstrate any of the four skills. For example, a few features of a study or perspective may be identified, or a couple of brief evaluative points made.

Higher in the band, skills will remain generally undeveloped but either a wider range of skills will be shown to a limited degree, or one or two skills only may show some incomplete development, as for example an interpretation of a study or theory in a way appropriate to the set question.

Throughout this band, there may be some significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Evidence of all four skills may be present to a limited degree; alternatively, there may be reasonable evidence of one or two skills but no evidence of others.

- 11 - 15** Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, all or most skills will be present with some incomplete development. Alternatively, one or two skills will be explicitly and well developed, with more limited demonstration of others. For example, there may be some explicit but one-sided evaluation and some appropriate analysis of a number of relevant issues.

Higher in the band, there may be a fuller development of one or two skills, for example a thorough, explicit and balanced evaluation, whilst some other skills are present but still incomplete.

Throughout this band, skills will be demonstrated in a generally accurate and relevant way, but there will be some errors, incomplete development or inappropriate aspects.

16 - 20 Answers will show very good skills of identification, analysis, interpretation and evaluation.

Lower in the band, most skills will be successfully and explicitly demonstrated but not all will be fully developed. For example, evaluation may remain somewhat one-sided.

Higher in the band, all skills will be demonstrated in a thorough, comprehensive and explicit manner throughout, with sensitivity and sophistication and following a clear rationale.

Throughout this band, all four skills will be demonstrated in an accurate, appropriate manner.

Choose **one** section and answer **all** parts of the question from that section.

SECTION A - CRIME AND DEVIANCE

1

Total for this section: 60 marks

- (a) Identify and briefly explain **two** ways in which deviance may be related to **one or more** of the following areas: families and households; health; mass media. (8 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topic(s) you have studied.

Two marks for each of two appropriate ways identified, such as:

- Families: socialisation; domestic violence.
- Mass media: amplification of deviance; copycat deviance.
- Health: ‘malingering’ and evasion of role obligations; mental illness as a form of deviance.

A further two marks for each of these satisfactorily explained, such as:

- Families:
 - (i) Inadequate primary socialisation into societal norms and values is a cause of delinquency.
 - (ii) Domestic violence is a major form of criminal assault, which feminists regard as the product of the patriarchal family.
- Mass media: Amplification of deviance in a moral panic may create deviant roles/identities for actors to take on, mobilise agents of control, resulting in more (recorded or actual) deviance.
- Health: Those wishing to evade normal role responsibilities are deviant. They may do so by seeking to gain access illegitimately to the sick role.

- (b) Using material from **Item A** and elsewhere, examine some of the reasons put forward by sociologists for the formation of deviant subcultures. (12 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological theory.

0 No relevant points.

1 - 4 Answers in this band will show limited knowledge and understanding and will have only limited success in meeting the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made, eg about gangs, with minimal or no elaboration, or an ineffectual recycling of material from Item A. Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about labelling.

In this band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

5 - 8 Answers in this band will show a reasonable knowledge and understanding and will have some success in meeting the synoptic requirements of the question.

Lower in the band, answers will identify one or more relevant reasons and will tend to list rather than discuss the material presented. Many may focus on eg, Cohen/status frustration, while ignoring or giving cursory mention to others. Some of the material may not be interpreted appropriately to the demands of the question, eg recounting various studies or theories (eg Merton) without linking this clearly to subcultures.

Higher in the band, answers will show a greater range of material or greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question, and there may be some limited use of the Item. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, eg of Cohen from a labelling perspective.

In this band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

9 - 12 Answers in this band will show a sound knowledge and understanding and will be largely successful in meeting the synoptic requirements of the question.

Answers in this band will examine a range of reasons for the formation of deviant subcultures, using material from Item A and elsewhere. These may include anomie, ecology, labelling, drift, resistance, culture of dependency, marginalisation, relative deprivation, etc. Analysis and/or evaluation will be relevant, explicit and well developed, eg by locating the discussion of reasons within a theoretical framework (eg consensus vs conflict approaches, or reactive vs independent notions of subculture), or by offering a

critique from the standpoint of a different perspective, eg feminist critiques of malestream subcultural theories.

In this band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

- (c) Assess the usefulness of quantitative and qualitative sources of data in studying suicide. (40 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological methods.

Knowledge and Understanding (20 marks)

- 0** No relevant knowledge and understanding.
- 1 - 5** Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points, eg about causes of suicide etc, showing minimal understanding. Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about integration and suicide, possibly with major errors or omissions.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

- 6 - 10** Answers in this band will show a somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, eg two or three aspects of Durkheim, perhaps with errors. Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a couple of studies, but with notable flaws or gaps, and with more concern for reporting findings than methods.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

- 11 - 15** Answers in this band will show a reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be a reasonably accurate knowledge of some theoretical and/or empirical material on suicide. Some may be broader accounts that amass descriptions of studies but with limited conceptual detail. Others may be narrower but more conceptually based answers. Many may focus more on findings than methods, reflecting a rather partial understanding.

Higher in the band, there will be knowledge of both theoretical and empirical material on suicide, and slightly more breadth (eg consideration of different interpretivist studies) or conceptual detail. Answers will focus more fully on methods, though significant sections may be devoted to findings. Material from different perspectives may also feature (eg interactionism, positivism), reflecting a wider understanding, though there may be more concern with reporting the methods used by studies from such perspectives than with linking the theoretical and methodological aspects of the answer.

Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

16 - 20 Answers in this band will show a very good knowledge and understanding and will successfully meet the synoptic demands of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical, methodological and empirical material on the study of suicide. They will show a clear understanding of the theoretical and methodological debates surrounding suicide studies (eg between positivist, interpretivist and realist views) and of how these views inform different studies. Answers will be broad ranging, dealing with a range of quantitative and qualitative sources and methods (eg the comparative method, official or other statistics, observation, interviews, analysis of documents, etc).

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will become clearer and more complex.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim, Atkinson, Douglas, Taylor, Halbwachs, Sainsbury, Sachs, Garfinkel, Hughes, Cicourel, Baechler.
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SECTION B - STRATIFICATION AND DIFFERENTIATION

2**Total for this section: 60 marks****Item A**

(a) Identify and briefly explain **two** problems of measuring social mobility. (8 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological methods.

Two marks for each of two appropriate problems identified, such as:

- what type of mobility to measure? Inter or intra-generational?
- the number/location of class boundaries;
- the unit of analysis – individual or household?
- subjective versus objective measures of mobility;
- problems associated with the criterion for defining class (occupation, income, education etc).

Two further marks for each of these two satisfactorily explained, such as:

- The number/location of class boundaries (mobility as an artefact of measurement): the rate of mobility will be affected by the number/location of class boundaries that the researcher uses: the more class boundaries, the more the apparent movement between them is likely to be.
- Subjective versus objective measures of mobility: the sociologist's 'objective' measure of whether a person has been mobile may not correspond with the individual's own subjective perceptions of their mobility – in which case, which measure is valid?

- (b) Using material from **Item A** and elsewhere, examine some of the ways in which age **and** gender differences may be relevant to the study of **one or more** of the following: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure. (12 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topic(s) you have studied.

0 No relevant points.

1 - 4 Answers in this band will show limited knowledge and understanding and will have only limited success in meeting the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made about age or gender, with minimal or no elaboration, or an ineffectual recycling of material from Item A. Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about poverty and old age.

In this band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

5 - 8 Answers in this band will show a reasonable knowledge and understanding and will have some success in meeting the synoptic requirements of the question.

Lower in the band, answers will identify accurately one or more relevant points, eg about gender and educational achievement, and will tend to list descriptively rather than discuss the material presented. Some of the material may not be interpreted appropriately to the demands of the question, eg recounting theories of gender stratification without linking this clearly to specific areas. Some may only deal with gender *or* age differences.

Higher in the band, answers will show a greater range of material (and may begin to deal with both gender and age) or greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, eg by locating discussion within a theoretical framework.

In this band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

9 - 12 Answers in this band will show a sound knowledge and understanding and will be largely successful in meeting the synoptic requirements of the question.

Answers in this band will examine ways in which both age and gender differences may be relevant to the study of one or more of the specified areas. Concepts connected with age/gender, such as ageism, dependency, exclusion, disengagement, social construction of

age/gender, patriarchy, stereotyping etc, will be interpreted and applied – eg to particular institutions (the NHS, schools, etc), statuses (childhood) or processes (media representations, redundancies, etc). Analysis and/or evaluation will be relevant, explicit and well developed, eg by locating the discussion within a theoretical framework and/or by considering how age/gender interact with each other or with other dimensions of stratification.

In this band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

- (c) Assess sociological explanations of changes in the class structure of Britain in the last 50 years. (40 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological theory.

Knowledge and Understanding (20 marks)

- 0** No relevant knowledge and understanding.
- 1 - 5** Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points about class, showing minimal understanding. Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about mobility, possibly with major errors or omissions.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

- 6 - 10** Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, eg on embourgeoisement, perhaps with errors. Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a couple of changes in the class structure.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

- 11 - 15** Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be reasonably accurate knowledge of some theoretical and/or empirical material. Some may be broader accounts that amass descriptions of studies of changes such as embourgeoisement, proletarianisation etc, but with limited conceptual detail. Others may be narrower but more conceptually based answers. Many answers may focus solely on one change or class, reflecting a rather partial understanding.

Higher in the band, there will be knowledge of both theoretical and empirical material on changes in the class structure, and slightly more breadth or conceptual detail. Answers will deal with at least two changes (or two interpretations of change) in the class structure. Material from different perspectives may also feature (eg Marxist, Weberian), reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives than with considering their theoretical implications.

Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

16 - 20 Answers in this band will show very good knowledge and understanding and will successfully meet the synoptic demands of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on changes in the class structure, such as changes in the ruling and higher classes, proletarianisation, embourgeoisement, the decomposition of classes, the underclass, ethnic and gender divisions in class, new class cleavages, the impact of government policy, mobility, globalisation, deregulation or economic restructuring, effects on class consciousness, organisation and action, etc. They will show a clear understanding of the theoretical debates surrounding the question.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will become clearer and more complex.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Weber, Westergaard and Resler, Scott, Sklair, Saunders, Adonis & Pollard, the Ehrenreichs, Braverman, Lockwood, Crompton & Jones, Goldthorpe, Marshall et al, Roberts et al, Goldthorpe & Lockwood, Devine, Hill, Dahrendorf, Murray, Field.