



## **General Certificate of Education**

# **Sociology 6191**

**SCY6      Crime and Deviance;  
Stratification and Differentiation**

## **Mark Scheme**

*2008 examination - January series*

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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*Dr Michael Cresswell*, Director General.

**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.
- 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.
- 11 – 16** 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.

**17 – 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.

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**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 – 16** 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.

**17 – 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.

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## QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, punctuation and grammar are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of parts (b) and (c) of the questions. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question-specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

### Questions 1 (b) and 2 (b)

**In the 1 – 4 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.

**In the 5 – 9 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.

**In the 10 – 12 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.

### Questions 1 (c) and 2 (c)

**In the 1 – 5 band**, candidates' answers are likely to be characterised by the very poor logical expression of ideas and the use of a very limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

**In the 6 – 10 band**, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.



**In the 11 – 16 band**, candidates' answers are likely to be characterised by the reasonable 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 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.

**In the 17 – 20 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, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

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

**SECTION A: CRIME AND DEVIANCE**

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**Total for this section: 60 marks**

**1**

- (a) Identify and briefly explain **two** ways in which knowledge of **one** of the following areas may help us to understand crime and deviance: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. *(8 marks)*

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topics you have studied.*

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

- matrifocal families may fail to socialise boys appropriately, resulting in delinquency
- domestic violence
- mass media may produce ‘copy-cat’ deviant behaviour in audiences
- teachers’ negative labelling of pupils as deviant
- educational failure as a cause of crime
- religious movements may reject mainstream norms and values
- internationalisation of crime.

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

- Matrifocal families may fail to socialise boys appropriately, resulting in delinquency. In the absence of a father, boys lack a normative role model and turn instead to deviant ones.
- Mass media representations of deviance may produce ‘copy-cat’ behaviour in audiences, eg by rewarding such behaviour or by repeated exposure/drip effect producing its normalisation.
- Teachers’ negative labelling of pupils as deviant may produce a self-fulfilling prophecy in which pupils’ behaviour becomes increasingly deviant, eg through disruption in class, truancy etc.
- Religious movements may reject mainstream norms and values and require their members to behave in ways that wider society regards as deviant or illegal, eg practising polygamy.

- (b) Using material from **Item A** and elsewhere, examine some of the problems of using official statistics in the study of crime and deviance. (12 marks)

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

**0** No relevant points.

**1 – 4** Answers in this band will show limited knowledge and understanding and will have only limited success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

**Lower in the band**, one or two inconsequential commonsensical points may be made about statistics, with minimal or no elaboration.

**Higher in the band**, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about unreported crime.

**5 – 9** Answers in this band will show a reasonable knowledge and understanding and will have some success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

**Lower in the band**, answers will identify accurately a limited number of relevant points, eg about reasons for under-reporting or under-recording, 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 the advantages of statistics.

**Higher in the band**, answers will consider a wider range of problems and/or show a 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 contrasting official statistics with other sources.

**10 – 12** Answers in this band will show a sound knowledge and understanding and will be largely successful in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Answers in this band will examine a range of problems associated with the use of official statistics in the study of crime and deviance. Material will be appropriately interpreted and applied. Concepts and issues such as the following may feature: under-reporting or recording; problems of comparison over time or between countries; the impact of changes in legislation/policing; statistics on non-criminal forms of deviance (eg suicide, anti-social behaviour); problems of reliability and validity; statistics as topic versus resource, or fact versus artefact etc. Analysis and/or evaluation will be relevant, explicit and well developed, eg by locating the discussion within the debate between positivism and interpretivism.

- (c) Assess the view that delinquent subcultures are the main cause of crime. (40 marks)  
*This part of the question includes assessment of your understanding of the connections between Crime and Deviance 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 crime, showing minimal understanding.

**Higher in the band**, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about teenage gangs, possibly with major errors or omissions.

- 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 points about aspects of subcultures, 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 study of delinquent subcultures.

- 11 – 16** 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 delinquent subcultures.

- Some may be broader accounts that amass descriptions of studies (eg of different types of delinquent subcultures etc) but with limited conceptual detail.
- Others may be narrower but more conceptually based answers.
- Many may focus exclusively on one type of approach or perspective (eg functionalist derived views of subculture), reflecting a rather partial understanding of the question.

**Higher in the band**, there will be knowledge of both theoretical and empirical material on delinquent subcultures and crime, and slightly more breadth or conceptual detail. Material from different perspectives may also feature (eg functionalist, neo-Marxist, interactionist), reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives, than with linking the theoretical and empirical aspects.

- 17 – 20** Answers in this band will show a very good knowledge and understanding and will successfully meet the synoptic requirements of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on delinquent subcultures and crime. Answers will be broad ranging and will show a clear understanding of relevant debates and issues. These may include: anomie and blocked opportunity structures; status frustration;

cultural deprivation; marginalisation and relative deprivation; the underclass; labelling, self-fulfilling prophecy and deviant career; folk devils, moral panics and deviance amplification; symbolic resistance; gender and subculture; delinquency, leisure and drift; edgework and risk; different typologies of subculture (eg criminal, conflict, retreatist; independent versus reactive) etc. A range of perspectives is likely to feature in relation to 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 be clearer and more complex.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Becker; Brake; Campbell; Cloward and Ohlin; A K Cohen; M Cohen; S Cohen; Hall; Lea and Young; Lyng; Merton; Messerschmidt; W B Miller; Morris; Murray; Young.

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**SECTION B: STRATIFICATION AND DIFFERENTIATION**

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**Total for this section: 60 marks**

**2** Read **Item B** below and answer parts (a) to (c) that follow.

- |   |
|---|
| <p>(a) Identify and briefly explain <b>two</b> problems of measuring social mobility, <b>apart from</b> those referred to in <b>Item B</b>. <span style="float: right;"><i>(8 marks)</i></span></p> |
|---|

*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:

- measures of inter- and intra-generational mobility may give conflicting results
- the changing nature of an occupation over time
- the changing status of an occupation over time
- differences between researcher's and respondent's perceptions of mobility
- the unit of analysis problem
- problems of conducting surveys about past employment
- problems of conducting longitudinal studies of occupational status.

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

- Measures of inter- and intra-generational mobility may give conflicting results: eg the son of a manager who starts his working life as a dustman but later becomes a routine office worker will appear as an example of upward intra-generational mobility, but of downward inter-generational mobility.
- The changing nature of an occupation over time: eg routine office work may become deskilled or attract lower rewards, so that an office worker today may in reality have experienced downward mobility when compared with his father in the 'same' job a generation ago.
- The unit of analysis problem: most studies have measured household rather than individual mobility, but this misrepresents the extent of women's mobility.
- Problems of conducting surveys about past employment: respondents may not recall or be willing to share details of their early careers or those of their parents.

**Note:** **not** the problem of determining class boundaries, or of deciding how many classes there are and/or which occupations belong in each of them (**Item B**).

- (b) Examine the extent of **and** reasons for ethnic differences in the United Kingdom in **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology.

(12 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topics 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 identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

**Lower in the band**, one or two inconsequential commonsensical points may be made about ethnicity, with minimal or no elaboration.

**Higher in the band**, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about discrimination.

**5 – 9** Answers in this band will show a reasonable knowledge and understanding and will have some success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

**Lower in the band**, answers will identify accurately a limited number of relevant points, eg about differences in 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 material on gender differences in education. Some may deal exclusively (or nearly so) with ‘extent’ to the exclusion of ‘reasons’ or vice versa, and/or with only one area.

**Higher in the band**, answers will show a greater range of material (and they will begin to deal with both extent and reasons, and with two or more areas) 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 of competing explanations for patterns of ethnic difference/inequality.

**10 – 12** Answers in this band will show a sound knowledge and understanding and will be largely successful in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Answers in this band will examine both extent and reasons for ethnic differences in two or more areas. Concepts such as discrimination, racism, colonialism, resistance, culture, subculture, situational constraints, stereotyping/labelling, etc may feature, as may issues such as family structure, health chances, media representations, educational achievement, risk of poverty, religious affiliation etc. These will be interpreted and applied appropriately to the question. Analysis and/or evaluation will be relevant, explicit and well developed, eg by locating the discussion within a suitable theoretical framework (eg Marxist, Weberian etc).

- (c) Assess sociological explanations of the inequalities and differences between social classes. (40 marks)

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

**Knowledge & 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 differences, showing minimal understanding.
- Higher in the band**, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about class differences in attitudes or lifestyle, possibly with major errors or omissions.
- 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 on one or two aspects of social class inequality, 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 few features of class inequality in education etc.
- 11 – 16** 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.
- Some may be broader accounts that amass descriptions, eg of studies of class inequalities in a number of areas such as education, work, leisure, health etc, but with limited conceptual detail.
  - Others may be narrower but more conceptually based answers, eg accounts of the Marxist theory of class.
- There may be little or no consideration of differences other than inequalities at this level.
- Higher in the band**, there will be knowledge of both theoretical and empirical material on class inequalities and differences, and slightly more breadth or conceptual detail. Material from different perspectives may also feature, reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives than with considering their theoretical implications.
- 17 – 20** Answers in this band will show a very good knowledge and understanding and will successfully meet the synoptic requirements of the question.
- These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on class inequalities and differences, such as the following: Marxist, Weberian, functionalist, post-modernist, New Right or other theories; class differences in life chances in relation to employment, mortality, morbidity, education, housing etc; the relationship between class and power/status differences; differences in culture, taste, lifestyle or consumption; the reproduction of inequality/difference; changes in the



significance of class or the extent of meritocracy 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.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Bernstein, Bourdieu, Barron & Norris, the Black Report; Bowles & Gintis, Clarke & Critcher, Davis & Moore, Marx, Pakulski & Waters, Parker, Parsons, Saunders, Townsend, Weber.

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**ASSESSMENT GRIDS FOR UNIT 6 (SCY6) (SYNOPTIC)**
**Crime and Deviance**

| <b>ASSESSMENT OBJECTIVES</b> |            |            |              |
|------------------------------|------------|------------|--------------|
| <b>Questions</b>             | <b>AO1</b> | <b>AO2</b> | <b>Total</b> |
| 1 a                          | 2          | 6          | 8            |
| 1 b                          | 2          | 10         | 12           |
| 1 c                          | 20         | 20         | 40           |
| <b>Total</b>                 | <b>24</b>  | <b>36</b>  | <b>60</b>    |

**Stratification and Differentiation**

| <b>ASSESSMENT OBJECTIVES</b> |            |            |              |
|------------------------------|------------|------------|--------------|
| <b>Questions</b>             | <b>AO1</b> | <b>AO2</b> | <b>Total</b> |
| 2 a                          | 2          | 6          | 8            |
| 2 b                          | 2          | 10         | 12           |
| 2 c                          | 20         | 20         | 40           |
| <b>Total</b>                 | <b>24</b>  | <b>36</b>  | <b>60</b>    |