

Version 1.0



**General Certificate of Education  
June 2010**

**Sociology** **2191**

**SCLY4** **Crime and Deviance;  
Stratification and Differentiation**

**Unit 4**

***Mark Scheme***

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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## 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:

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

The assessment criteria for quality of written communication apply to the assessment of the questions indicated below. 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**

0	2
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 and 

0	7
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**In the 1 – 7 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 8 – 15 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 16 – 21 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. Meaning will be clear throughout.

**Questions**

0	4
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0	5
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1	1
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**In the 1 – 5 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 6 – 11 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 12 – 15 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. Meaning will be clear throughout.

### **INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES**

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

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## SECTION A: CRIME AND DEVIANCE

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**Total for this section: 90 marks**

<b>0</b>	<b>1</b>
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<p>Examine some of the reasons why females may be less likely than males to commit crimes. <span style="float: right;"><i>(12 marks)</i></span></p>
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**0** No relevant points.

**1 – 4** Answers in this band will show limited knowledge and understanding and will have only limited success in interpreting, applying, analysing and evaluating material.

**Lower in the band**, one or two inconsequential quasi-sociological points may be made about gender and crime, with minimal or no elaboration.

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

**5 – 9** Answers in this band will show reasonable knowledge and understanding and will have some success in interpreting, applying, analysing and evaluating material.

**Lower in the band**, answers will identify accurately a limited number of relevant points, eg about the ways in which social control is exercised over females, and will tend to list descriptively rather than analyse or evaluate the material presented. Some of the material may not be interpreted and applied appropriately to the specific demands of the question, eg recounting reasons why crime statistics may under-record female as compared with male crime with no or only limited links to the question.

**Higher in the band**, answers will consider a wider range of material and/or show a greater tendency to discuss rather than list points. Most material will be interpreted and applied in ways appropriate to the question. However, some aspects may not be adequately focused. There may be some limited explicit analysis and/or evaluation, eg of biological explanations of gender differences in offending.

**10 – 12** Answers in this band will show sound, conceptually detailed knowledge and understanding and will be largely successful in interpreting, applying, analysing and evaluating material.

Material will be interpreted and applied appropriately to examine two or more reasons for gender differences in offending. Concepts and issues such as the following may feature: social control of women; public and private spheres; gender and opportunity; workplace crime; primary socialisation; women's nurturing role; status offences; accomplishing masculinity; domestic violence; biological and psychological factors; patriarchy and criminal career structures; delinquent male subcultures; patriarchy and women's liberation etc. However, not all of these are necessary, even for full marks. Analysis and/or evaluation will be relevant and explicit. Sources may include: Carlen; Chesney-Lind; Connell; Heidensohn; Lombroso; Lyng; Moir & Jessel; Messerschmidt; Winlow.

**0 2**

Using material from **Item A** and elsewhere, assess sociological views of the relationship between crime and the mass media. (21 marks)

**0** No relevant points.

**1 – 7** In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two inconsequential quasi-sociological points about copycat crime, with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, eg Bandura. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

**8 – 15** In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

**Lower in the band**, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a study of folk devils/moral panics, though application and interpretation to meet the demands of the question may remain implicit.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper, and the answer will deal explicitly with one or more views of the relationship between crime and the media. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of Stanley Cohen.

**16 – 21** In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the relationship between crime and the media, drawn from Item A and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

These answers will deal with two or more views. Concepts and issues such as the following may appear: different representations, genres or media; folk devils and moral panics; stereotyping; amplification spiral; societal reaction; moral entrepreneurs; racism; hegemony; legitimation; consumption of crime; popular culture; copycat crime; media effects; fear of crime; relative deprivation; late/postmodernity; cybercrime; surveillance technology etc. Evaluation may be developed, for example by locating the discussion within a debate between perspectives, or considering relevant methodological issues. Sources may include: Bandura; Becker; Brown; Carrabine et al; S. Cohen; Goode & Ben-Yehuda; Hall et al; Lea & Young; McRobbie; Skidmore; Young.

**Lower in the band**, application and interpretation may be less selective or evaluation less developed and more list-like.

**Higher in the band**, application and interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

**0 3**

Identify and briefly explain **three** problems of using self-report studies to study offending. (9 marks)

**One** mark for each of **three** appropriate problems identified, such as:

- Criminals may conceal the truth about their offending.
- Self-report studies (SRS) rely on memory.
- Respondents may exaggerate their offending.
- SRS ignore respondents' definitions of crime.
- Ethics of the researcher concealing 'guilty knowledge'.
- Under- or over-sampling of certain categories of people.
- Under- or over-sampling of certain categories of offences.

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

- Criminals may conceal the truth about their offending: it may be unrealistic to expect truthful responses because many crimes involve dishonesty.
- SRS rely on memory: individuals may not remember all the offences they have committed, due to quantity or passage of time.
- Respondents may exaggerate their offending: eg adolescent males may admit to offences they have not committed as a way of asserting their masculinity.
- SRS ignore respondents' definitions of crime: certain subcultures may not see particular crimes as wrong and thus don't report them.

**One** mark only for each of **three** partially satisfactory answers.

**0 4**

Using material from **Item B** and elsewhere, assess the strengths and limitations of overt participant observation as a means of investigating police attitudes. (15 marks)

*This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **crime and deviance**.*

**0** No relevant points.

**1 – 5** Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item B.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about overt participant observation. Some may show very limited skills of application, eg an answer relating solely to the issue of the police with very little or no reference to overt participant observation. Analysis and evaluation will be very limited or non-existent.

**6 – 11** Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

**Lower in the band**, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of overt participant observation. However, application to the study of crime and deviance or to the issue in the question will be very limited or non-existent.

**Higher in the band**, there will be broader and/or deeper knowledge of the strengths and limitations of overt participant observation and somewhat more successful application of this knowledge to the study of the **particular** issue of police attitudes. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- applying overt participant observation to the study of crime and deviance in general, not to the specifics of studying police attitudes, or
- specific but undeveloped application to police attitudes, or
- a focus on the research characteristics of police attitudes with implicit links to some features of overt participant observation.

**12 – 15** In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the specified method. This will be accurately and sensitively interpreted and applied to the demands of the question.

**Lower in the band**, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

**Higher in the band**, interpretation and application will be more fully focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Candidates will examine a range of relevant strengths and limitations of using overt participant observation, interpreted and applied to research issues relating to police attitudes. These may include some of the following, though answers do not need to include all of these, even for full marks.

**Strengths and limitations of the method:** verstehen/insight into actors' meanings; getting in; staying in; going native; getting out; personal skills and characteristics of researcher; validity; reliability; representativeness and generalisation; grounded theory; informed consent; inadequate concept of structure; Hawthorne effect; cost; time.

**Research issues and characteristics:** formal permission to observe; dealing with different levels of hierarchy; police as a closed group; social characteristics of officers; need for prior knowledge; training and role-taking; front-stage/back-stage; impression management; problems of researching the organisation as a whole; over-identification; interpreting taken-for-granted meanings; researcher's class, gender and ethnicity; practical issues (potential dangers; shift work; coping with tedium).

**Note** **In any band**, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

**0 5**

Assess the relative importance of the different factors that affect sociologists' choice of research methods and of topics to investigate. *(33 marks)*

**AO1: Knowledge and Understanding*****(15 marks)***

**0** No relevant knowledge or understanding.

**1 – 5** Answers in this band will show limited sociological knowledge and understanding.

**Lower in the band**, there will be one or two basic quasi-sociological points about methods, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two brief points about topics sociologists might be interested in.

**Higher in the band**, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

At this level answers might include:

- thin accounts of one or two aspects of a research method.

**6 – 11** Answers in this band will show reasonable sociological knowledge and understanding.

**Lower in the band**, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question. Some answers may say little or nothing about choice of topic, instead focusing on choice of method(s).

At this level answers might include:

- limited descriptive accounts of the features of one or two research methods, or
- somewhat limited lists of factors influencing choice of method or topic.

**Higher in the band**, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, these may still contain some unfocused material on theory and methods in general.

At this level answers might include:

- accounts showing broader knowledge that amass descriptions of potentially relevant empirical and/or theoretical material, eg more substantial lists of factors
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues, eg answers locating the discussion within a framework of positivism/interpretivism.

**12 – 15** Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues surrounding choice of topic and of research method(s). These may include: practical, ethical and theoretical issues in choice of method and topic; reliability; validity; representativeness and generalisation; theoretical perspective; quantitative and qualitative data; social facts/constructs; hypothetico-deductive method; grounded theory; precedents of previous research; time; cost; researcher skills/characteristics; access; preferences of funding agency; personal/societal values; chance circumstance; informed consent; confidentiality; vulnerability; danger/harm to researcher or participants etc.

**NB** Answers do not need to include all of the above, even to score full marks.

**Lower in the band**, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on choice of topic and research method(s), although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

At this level answers might include:

- Conceptually detailed, accurate accounts of the practical, ethical and theoretical factors affecting choice of method(s) but with little consideration of choice of topic.
- Conceptually detailed, accurate accounts of practical and theoretical factors affecting choice of topic and method(s) but with little consideration of ethical issues.

**Higher in the band**, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

At this level answers might include:

- Greater knowledge of the factors affecting choice of topic and method(s).
- Greater understanding of the implications of the issues raised by the question for debates about sociological knowledge.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Becker; Blumer; Durkheim; Glaser & Strauss; Gouldner; Graham; Oakley; Humphreys; Milgram; Mayo; Tuckett; Weber.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry and the core themes (socialisation culture and identity, and social differentiation, power and stratification).

**Note: refer to General Mark Scheme for AO2 marks.**

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**SECTION B: STRATIFICATION AND DIFFERENTIATION**


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**Total for this section: 90 marks**

<b>0</b>	<b>6</b>	Examine the relationship between class, status and power.	<i>(12 marks)</i>
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**0** No relevant points.

**1 – 4** Answers in this band will show limited knowledge and understanding and will have only limited success in interpreting, applying, analysing and evaluating material.

**Lower in the band**, one or two inconsequential quasi-sociological points may be made about class, for example, with minimal or no elaboration.

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

**5 – 9** Answers in this band will show reasonable knowledge and understanding and will have some success in interpreting, applying, analysing and evaluating material.

**Lower in the band**, answers will identify accurately a limited number of relevant aspects of the relationships, such as how wealth can buy status or power, and will tend to list descriptively rather than analyse or evaluate the material presented. Some of the material may not be interpreted and applied appropriately to the specific demands of the question, eg recounting findings about class or status differences without linking these to the question.

**Higher in the band**, answers will consider a wider range of aspects of the question and/or show a greater tendency to discuss rather than list points. Most material will be interpreted and applied 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 the Marxist view of power.

**10 – 12** Answers in this band will show sound knowledge and understanding and will be largely successful in interpreting, applying, analysing and evaluating material.

Material will be interpreted and applied appropriately to examine the relationship between class, status and power. Material will be appropriately interpreted and applied. Concepts and issues such as the following may feature: economic determinism/reductionism; base and superstructure model of power; status and power as independent variables; sources of political power; status divisions and false consciousness; relationships between class and ethnic status (eg underclass theory; slavery); the caste system; interdependence of class and gender (eg Marxist feminism, dual system theory); economic and cultural capital; consumption versus production as sources of status etc. However, not all of these are necessary, even for full marks.

Analysis and/or evaluation will be relevant and explicit, eg by locating the discussion within a theoretical debate, eg between Marx and Weber. Sources may include: Marx, Weber, Dahrendorf, Runciman, Rex, Glasgow, Dumont, Hartman, Pollert, Delphy, Bourdieu etc.

0 7

Using material from **Item C** and elsewhere, assess the value of the functionalist theory of stratification in understanding social inequality. (21 marks)

**0** No relevant points.

**1 – 7** In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two inconsequential quasi-sociological points about inequality, with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, for example of some aspect of Davis and Moore. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

**8 – 15** In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

**Lower in the band**, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of one or two theories of stratification, though application and interpretation to meet the demands of the question may remain implicit.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper, and the answer will deal explicitly with the functionalist view of inequality. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for instance from a Marxist perspective.

**16 – 21** In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on the functionalist theory of stratification, drawn from Item C and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: meritocracy; ascribed and achieved status; open and closed stratification systems; social closure; consensus assumptions; conservatism/ideological legitimation; whether stratification is inevitable, beneficial, both or neither; problems of measuring functional importance/skill/talent; mobility rates; the dysfunctions of inequality etc. Evaluation may be developed, eg by locating the discussion within a debate with other perspectives (Weberian, Marxist, feminist etc). Sources may include Saunders, Goldthorpe, Marx, Weber, Parsons, Davis and Moore, Tumin, Rosenfeld, Kerr, Aron, Halsey, Young, Westergaard etc.

**Lower in the band**, application and interpretation may be less selective or evaluation less developed and more list-like.

**Higher in the band**, application and interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

**0 8**

Identify and briefly explain **two** problems of using occupation to operationalise the concept of social class. *(6 marks)*

**One** mark for each of **two** appropriate problems identified, such as:

- problems classifying the unemployed
- problems classifying those whose occupation is not their main source of income or status
- unit of analysis problem
- changes in occupations over time.

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

- problems classifying the unemployed: eg whether unemployed are all classed together, or whether they are classed by last occupation. This may in both cases invalidly group together individuals with widely different life chances.
- changes in occupations over time: an occupation's skill level, status or earnings may change over time, making comparisons of class position unreliable.

**One** mark only for each of **two** partially satisfactory answers.

**0 9**

Identify and briefly explain **one** advantage of using occupation to operationalise the concept of social class. *(3 marks)*

**One** mark for **one** appropriate advantage identified, such as:

- unambiguous measure
- importance of occupation to life chances.

**Two** further marks for a satisfactory explanation, such as:

- unambiguous measure: a person's occupation is more clearly understood and less difficult to define objectively than other ways of operationalising class, eg social status.
- importance of occupation to life chances: occupation correlates with and plays an important role in determining life chances that vary by class (eg health, income, housing).

**One** mark only for a partially satisfactory answer.

1 0

Using material from **Item D** and elsewhere, assess the strengths and limitations of written questionnaires as a means of investigating experiences of disability.

(15 marks)

*This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **stratification and differentiation**.*

**0** No relevant points.

**1 – 5** Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item D.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about written questionnaires. Some may show very limited skills of application, eg an answer relating solely to the issue of disability with very little or no reference to written questionnaires. Analysis and evaluation will be very limited or non-existent.

**6 – 11** Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and reasonable knowledge and understanding.

**Lower in the band**, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of written questionnaires. However, application to the study of stratification and differentiation or to the issue in the question will be very limited or non-existent.

**Higher in the band**, there will be broader and/or deeper knowledge of the strengths and limitations of written questionnaires and somewhat more successful application of this knowledge to the study of the **particular** issue of experiences of disability. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- applying written questionnaires to the study of stratification and differentiation in general, not to the specifics of studying experiences of disability, or
- specific but undeveloped application to experiences of disability, or
- a focus on the research characteristics of experiences of disability with implicit links to some features of written questionnaires.

**12 – 15** In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the specified method. This will be accurately and sensitively interpreted and applied to the demands of the question.

**Lower in the band**, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

**Higher in the band**, interpretation and application will be more fully focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Candidates will examine a range of relevant strengths and limitations of using written questionnaires, interpreted and applied to research issues relating to disability. These may include some of the following, though answers do not need to include all of these, even for full marks.

**Strengths and limitations of the method:** validity; reliability; representativeness; generalisation; theoretical perspective; quantitative data; gathering/correlation of factual data; hypothesis testing; operationalisation; imposing researcher's categories; superficiality; problems of question-construction; inflexibility; access to meanings; cost; time; scale; geographical spread; response rate; informed consent; confidentiality etc.

**Research issues and characteristics:** problems defining disability; diversity of sub-populations; literacy and educational level; cognitive and motor skills; isolation of/access to research population; gatekeepers; over-representation of activists among respondents; vulnerability/stigmatisation of respondents; sensitivity of topics; privacy and confidentiality; changes in status/rights over time.

**Note** **In any band**, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

1 1

Assess the relative importance of the different factors that affect sociologists' choice of research methods and of topics to investigate. (33 marks)

**AO1: Knowledge and Understanding****(15 marks)**

**0** No relevant knowledge or understanding.

**1 – 5** Answers in this band will show limited sociological knowledge and understanding.

**Lower in the band**, there will be one or two basic quasi-sociological points about methods, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two brief points about topics sociologists might be interested in.

**Higher in the band**, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

At this level answers might include:

- thin accounts of one or two aspects of a research method.

**6 – 11** Answers in this band will show reasonable sociological knowledge and understanding.

**Lower in the band**, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question. Some answers may say little or nothing about choice of topic, instead focusing on choice of method(s).

At this level answers might include:

- limited descriptive accounts of the features of one or two research methods, or
- somewhat limited lists of factors influencing choice of method.

**Higher in the band**, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, these may still contain some unfocused material on theory and methods in general.

At this level answers might include:

- accounts showing broader knowledge that amass descriptions of potentially relevant empirical and/or theoretical material, eg more substantial lists of factors

- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues, eg answers locating the discussion within a framework of positivism/interpretivism.

**12 – 15** Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues surrounding choice of topic and of research method(s). These may include: practical, ethical and theoretical issues in choice of method and topic; reliability; validity; representativeness and generalisation; theoretical perspective; quantitative and qualitative data; social facts/constructs; hypothetico-deductive method; grounded theory; precedents of previous research; time; cost; researcher skills/characteristics; access; preferences of funding agency; personal/societal values; chance circumstance; informed consent; confidentiality; vulnerability; danger/harm to researcher or participants etc.

**NB** Answers do not need to include all of the above, even to score full marks.

**Lower in the band**, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on choice of topic and research method(s), although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

At this level answers might include:

- Conceptually detailed, accurate accounts of the practical, ethical and theoretical factors affecting choice of method(s) but with little or no consideration of choice of topic.
- Conceptually detailed, accurate accounts of practical and theoretical factors affecting choice of topic and method(s) but with little or no consideration of ethical issues.

**Higher in the band**, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

At this level answers might include:

- Greater knowledge of the factors affecting choice of topic and method(s)
- Greater understanding of the implications of the issues raised by the question for debates about sociological knowledge.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Becker; Blumer; Durkheim; Glaser & Strauss; Gouldner; Graham; Oakley; Humphreys; Milgram; Mayo; Tuckett; Weber.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry and the core themes (socialisation culture and identity, and social differentiation, power and stratification).

**Note: refer to General Mark Scheme for AO2 marks.**

## General Mark Scheme

### AO1: Knowledge and Understanding

(15 marks)

**0** No knowledge or understanding relevant to the set question.

**1 – 5** Answers in this band will show limited sociological knowledge and understanding.

**Lower in the band**, the answer will be quasi-commonsensical rather than based on sociological knowledge. There will be little evidence that the candidate has understood either the question or any sociological material offered in response to it.

**Higher in the band**, answers will make a few brief, isolated, superficial sociological points on the topic area, possibly with errors. Candidates' understanding of both the set question and the material presented in response to it will be marginally more explicit and more sociological; however, answers may still contain serious misunderstandings.

**6 – 11** Answers in this band will show reasonable sociological knowledge and understanding.

**Lower in the band**, answers will either show a descriptive knowledge of a somewhat limited range of material, or will present a more conceptually detailed account of a narrow range of material. Knowledge of the material presented may be greater than understanding of the issues raised by the question, and this may be reflected in a tendency to present material on the general topic area rather than on the set question.

**Higher in the band**, answers will show a somewhat broader and/or deeper knowledge, for example by including both theoretical and empirical material or a wider range of sources, and a somewhat more focused understanding of the set question. However, much of the material presented may still be on the topic area in general.

**12 – 15** Answers in this band will show good sociological knowledge and understanding.

**Lower in the band**, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise; however, some significant aspects may be neglected or given limited attention.

**Higher in the band**, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

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**AO2 (a): Interpretation and Application****(9 marks)**

**0** No interpretation or application skills shown.

**1 – 3** Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

**Lower in the band**, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

**Higher in the band**, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context.

**4 – 6** Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly sociological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

**Lower in the band**, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

**Higher in the band**, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

**7 – 9** Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

**Lower in the band**, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

**Higher in the band**, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

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**AO2 (b): Analysis and Evaluation****(9 marks)**

**0** No relevant analysis or evaluation.

**1 – 3** Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

**Lower in the band**, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

**Higher in the band**, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

**4 – 6** Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

**Lower in the band**, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

**Higher in the band**, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

**7 – 9** Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

**Lower in the band**, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

**Higher in the band**, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods, etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 4 (SCLY4)**

Examination Series: June 2010

**Crime and Deviance**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
0	1			6	6	12
0	2			9	12	21
<b>Sub-Total</b>				15	18	33

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
0	3			3	6	9
0	4			6	9	15
<b>Sub-Total</b>				9	15	24

				<b>ASSESSMENT OBJECTIVES</b>			
<b>Question</b>				<b>AO1</b>	<b>AO2</b>		<b>Total</b>
					<b>(a)</b>	<b>(b)</b>	
0	5			15	*	*	
					9	9	33
<b>Sub-Total</b>				15	18		33

<b>Total</b>				39	51	90
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\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation

### Stratification and Differentiation

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	6			6	6	12
0	7			9	12	21
<b>Sub-Total</b>				15	18	33

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	8			2	4	6
0	9			1	2	3
1	0			6	9	15
<b>Sub-Total</b>				9	15	24

				ASSESSMENT OBJECTIVES		
Question		AO1	AO2		Total	
			(a)	(b)		
			*	*		
1	1	15	9	9	33	
<b>Sub-Total</b>		15	18		33	
<b>Total</b>		39	51		90	

\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation