

Version 2.0



**General Certificate of Education
January 2011**

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	8
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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

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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 referred to in the highest mark band of the 12-, 21-, and 33-mark questions may be present in any of the mark bands, not solely the highest band.

Section A: Crime and Deviance with Theory and Methods

Total for this section: 90 marks

Crime and Deviance

0	1
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Examine some of the factors that may contribute to people becoming victims of crime.
(12 marks)

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 victims of crime, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for example about age and crime.

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 age, gender and/or class, 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 types of crimes 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 comparing or contrasting different factors or groups.

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 factors which contribute to becoming a victim of crime. Concepts and issues such as the following may feature: age, gender, ethnicity, social class, British Crime Survey, domestic violence, patriarchy, violent street crime, situational crime, repeat victimisation, positivist victimology, critical victimology, victim as a social construct. However, not all of these are necessary, even for full marks. Analysis and/or evaluation will be relevant and explicit. Sources may include: Newburn and Rock; Wolfgang; Mawby and Walklate; Tombs and Whyte; Bowling and Phillips.

0 2

Using material from **Item A** and elsewhere, assess the usefulness of subcultural theories in explaining 'subcultural crime and deviance' in society today. (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, there may be one or two inconsequential quasi-sociological points about subcultures, 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 on subcultures. 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 subcultural explanation of crime and deviance, 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 begin to deal explicitly with two or more subcultural explanations of crime and deviance. 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 Cohen or Cloward and Ohlin.

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 subcultural theories of crime and deviance, 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 subcultural theories. Concepts and issues such as the following may appear: status frustration, illegitimate opportunity structure, delinquency and drift, subterranean values, anomie, cultural deprivation, alternative status hierarchy, criminal subcultures, conflict subcultures, retreatist subcultures, differential association, focal concerns, resistance through ritual, bricolage, style. Evaluation may be developed, for example, by locating the discussion within a debate between perspectives, or considering relevant methodological issues. Sources may include: A. Cohen; Cloward and Ohlin; Miller; Matza; Downes; P. Cohen; Hall; Hebdige; McRobbie and Garber; Sewell; Mac an Ghail; Sutherland.

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.

Methods in Context

0	3
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Identify and briefly explain **one** problem of using official statistics to measure the extent of green crime. *(3 marks)*

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

- countries have different laws about green crime
- green crime is often carried out by powerful groups
- the definition of green crime is problematic.

Two further marks for a satisfactory explanation, such as:

- Countries have different laws about green crime: different laws mean that official statistics may not always be comparable between different countries.
- Green crime is often carried out by powerful groups: these groups can circumvent the law eg illegal dumping of toxic waste by multinational corporations often goes unprosecuted and so doesn't get counted in the official statistics.
- The definition of green crime is problematic: some green criminologists define green crime as damage to the environment. However, such damage could occur from legal activity, which official statistics do not measure.

One mark only for a partially satisfactory answer.

0	4
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Identify and briefly explain **two** advantages of using covert observation to study criminal gangs. *(6 marks)*

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

- enables access to groups not willing to be researched
- the flexibility of the method
- the method will give valuable insight through personal experience
- less likely to produce the Hawthorne effect.

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

- Enables access to groups not willing to be researched: those who undertake crime are unlikely to allow overt research methods or those in which they can be identified and therefore risk arrest.
- The flexibility of the method: eg covert non participant observation can be used to study football gangs; CCTV can be used to study gangs of shoplifters.
- The method will give valuable insight: covert participant observation can be used to gain personal experience of activities that would otherwise be covered up due to their criminal nature.

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

0 5

Using material from **Item B** and elsewhere, assess the strengths and limitations of using written questionnaires as a means of investigating prisoners' experience of imprisonment. (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, there 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 written questionnaires. Some may show very limited skills of application, eg an answer relating solely to prisoners 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 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 written questionnaires. However, application to the study of crime and deviance or to the issue of prisoners' experience of imprisonment 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. However, while material will be interpreted accurately, some or all of it will be applied in a more generalised way or a more restricted way; for example:

- applying the method to the study of crime and deviance in general, not to the specifics of studying prisoners' experience of imprisonment, or
- specific but undeveloped application to prisoners' experience of imprisonment, or
- a focus on the research characteristics of prisoners' experience of imprisonment, or groups/context etc involved in it, with implicit links to some features of written questionnaires.

There will be some limited explicit analysis and/or evaluation

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 written questionnaires. 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, 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 written questionnaires, explicitly interpreted and applied to research issues and characteristics relating to the **particular** issue of prisoners' experience of imprisonment. These may include some of the following, and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects: captive sample; problems of literacy levels of prisoners; prisoners' hostility to authority; prisoners may want to give a good impression to officers to gain favours; boredom; class; ethnicity; gender; age; relationship with prison staff.
- The research contexts and settings: prison as a closed setting; controlled nature of prison; variety of prison types; separation of genders in prison; hierarchical nature of prison; permission to access.
- The political and ethical sensitivity of researching prisoners within the prison system.

Strengths and limitations of the method: reliability; representativeness; generalisation; validity; response rate; sampling frame; operationalising concepts; anonymity; detachment; theoretical perspective; open and closed questions; mode of delivery.

Note In any mark 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.

Theory and Methods

0	6
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Assess the view that positivist methods are inappropriate for investigating society.
(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 quantitative data.

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 problems of using positivist methods.

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.

At this level answers might include:

- descriptive accounts of one or two problems of positivist methods, or
- somewhat limited lists of problems of positivist methods.

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 a more substantial list of problems of using positivist methods.
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues, eg 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. These may include: positivist versus interpretivist debate; quantitative and qualitative data; scientific method; reliability; validity; objectivity and value freedom; postmodernism; social facts/social construction; realism; cause versus meaning; micro/macro; 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 positivist methods, 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 positivist methods but with more limited consideration of the disadvantages of these methods.
- conceptually detailed accurate accounts of the limitations of the use of positivist methods but with limited consideration of the advantages.

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 positivist methods and their application to research.
- greater understanding of the problems of using these research methods.

Sources may include: Atkinson; Becker; Cicourel; Durkheim; Douglas; Garfinkel; Glaser and Strauss; Kuhn; Oakley; Popper; Weber; official statistics on crime; demography; poverty; etc.

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.

Section B: Stratification and Differentiation with Theory and Methods

Total for this section: 90 marks

Stratification and Differentiation

0	7
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Examine the view that disability can lead to social exclusion and poverty. <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 poverty, 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 disability or poverty in general.

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 patterns, such as how disability may cause differences in life chances, 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 studies on disability 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 problems of determining the effect of disability, or different types of disability and their impact.

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 effect of disability on both social exclusion and poverty. Material will be appropriately interpreted and applied. Concepts and issues such as the following may feature: social exclusion, social stigma, stereotyping, physical disability, Disability Discrimination Act, social class, education, gender, employment patterns, 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 New Right and feminist views. Sources may include: Barnes, Oppenheim and Harker, Shakespeare etc.

0 8

Using material from **Item C** and elsewhere, assess the view that social class should not be measured by occupation alone. (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, there may be one or two inconsequential quasi-sociological points about social class, 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 the Registrar General's scale. 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 a couple of ways of measuring social class, 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 occupation. 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 between differing measures and scales of social class.

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 measurement of social class, 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: ownership of property; Registrar General's scale, standard occupational classification, Hope-Goldthorpe scale; NS-SEC; employment relations; market conditions; underclass; unemployment; wealth; education; lifestyle; life-chances, etc. Evaluation may be developed, eg by locating the discussion within a debate between perspectives (functionalist, New Right, Marxist, Weberian etc). Sources may include Goldthorpe, Parsons, Davis and Moore, Tumin, Saunders, Marx, Wright, 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.

Methods in Context
0 9

Identify and briefly explain **one** advantage of using participant observation to study the experiences of the long-term unemployed. *(3 marks)*

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

- authentic data gained by closer interaction
- relatively easy access
- easy to leave the group.

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

- Authentic data gained by closer interaction: by becoming part of the group of long-term unemployed the researcher can observe the personal experiences and frustrations of, for example, dealing with benefits agencies.
- Relatively easy access: researcher need only convince the group of unemployed status to gain access to the group.

One mark only for a partially satisfactory answer.

1 0

Identify and briefly explain **two** disadvantages of using participant observation to study the experiences of the long-term unemployed. *(6 marks)*

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

- research group may change
- ethical issue of deception
- difficult to study hidden effects of unemployment.

Two further marks for a satisfactory explanation, such as:

- Research group may change: since those who are long-term unemployed may get targeted for jobs and training schemes this may mean they no longer attend groups where they can be observed.
- Ethical issue of deception: the long-term unemployed are a vulnerable group, researcher is deceiving the group and/or maintaining a personal relationship.
- Difficult to study hidden effects of unemployment: being part of the group may not give the researcher access to the full experience of unemployment, eg its effect on home or personal life.

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

1 1

Using material from **Item D** and elsewhere, assess the strengths and limitations of using unstructured interviews as a means of investigating the relationship between domestic responsibilities and career opportunities. (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, there 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 unstructured interviews. Some may show very limited skills of application, eg an answer relating solely to the issue of domestic responsibilities and/or career opportunities. 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 unstructured interviews. However, application to the study of stratification and differentiation or to the issue the relationship between domestic responsibilities and career opportunities 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 unstructured interviews and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some or all of it will be applied in a more generalised way or a more restricted way; for example:

- applying unstructured interviews to the study of stratification in general, not to the specifics of studying the relationship between domestic responsibilities and career opportunities, or
- a specific but undeveloped application to the relationship between domestic responsibilities and career opportunities, or
- a focus on the research characteristics of the relationship between domestic responsibilities and career opportunities with implicit links to some features of unstructured interviews.

There will be some limited explicit analysis and/or evaluation.

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 unstructured interviews, explicitly interpreted and applied to the research issues and characteristics relating to the **particular** issue of the relationship between domestic responsibilities and career opportunities. These may include some of the following, and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects: interviewee's perception of domestic responsibility; gender socialisation; gender differences between researcher and respondent; impact of social class on career developments; impact of ethnicity on career developments.
- The research contexts and settings: sensitivity of topics; choice versus compulsion; domestic power; ideologies of domesticity.
- The political and ethical sensitivity of researching the relationship between domestic responsibility and career opportunities.

Strengths and limitations of the method: validity; reliability; representativeness; generalisation; theoretical perspective; qualitative data; interpretation of meanings; subjectivity; trust; confidentiality; rapport; flexibility; time; training; sensitivity etc.

Note **In any mark 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.

Theory and Methods

1	2
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Assess the view that positivist methods are inappropriate for investigating society.
(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 quantitative data.

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 problems of using positivist methods.

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.

At this level answers might include:

- descriptive accounts of one or two problems of positivist methods, or
- somewhat limited lists of problems of positivist methods.

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 a more substantial list of problems of using positivist methods.
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues, eg 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 social facts/social construction. These may include: positivist versus interpretivist debate; quantitative and qualitative data; scientific method; reliability; validity; objectivity and value freedom; postmodernism; realism; cause versus meaning; micro/macro 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 positivist methods, 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 positivist methods but with more limited consideration of the disadvantages of these methods.
- conceptually detailed accurate accounts of the limitations of the use of positivist methods but with limited consideration of the advantages.

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 positivist methods and their application to research.
- greater understanding of the problems of using these research methods.

Sources many include: Atkinson; Becker; Cicourel; Durkheim; Douglas; Garfinkel; Glaser and Strauss; Kuhn; Oakley; Popper; Weber; official statistics on crime; demography; poverty; etc.
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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.

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.

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: January 2011****Crime and Deviance**

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

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	3			1	2	3
0	4			2	4	6
0	5			6	9	15
Sub-Total				9	15	24

				ASSESSMENT OBJECTIVES		
Question		AO1	AO2		Total	
			(a)	(b)		
0	6	15	*	*		
			9	9	33	
Sub-Total		15	18		33	

Total	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	7			6	6	12
0	8			9	12	21
Sub-Total				15	18	33

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	9			1	2	3
1	0			2	4	6
1	1			6	9	15
Sub-Total				9	15	24

				ASSESSMENT OBJECTIVES		
Question		AO1	AO2		Total	
			(a)	(b)		
			*	*		
1	2	15	9	9	33	
Sub-Total		15	18		33	
Total		39	51		90	

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation