

Sociology

Advanced GCE **A2 7878**

Advanced Subsidiary GCE **AS 3878**

**Combined Mark Schemes
And Report on the Units**

June 2005

3878/7878/MS/R/05

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Advanced Subsidiary GCE Sociology (3878)

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**Mark Scheme 2532
June 2005**

GENERAL MARKING GUIDELINES

It is important to remember that the Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first half of a full Advanced GCE course i.e. between GCSE and Advanced GCE. Candidates will mainly be 17 years old writing under examination conditions. Before you begin marking it is strongly recommended that you examine the Advanced Subsidiary Assessment Matrix on page 59 of the Specification in order to obtain a feel for the general qualities we are seeking at this level. The mark scheme for each unit gives more detailed guidance on the possible responses to each question.

Marking must be positive. Candidates should not be penalised for errors, inaccuracies or irrelevancies. Credit should be given for what is there rather than what you think should be there. Credit should also be given for responses which take an unusual approach not covered by the mark scheme, which are judged to be valid alternatives. The Assessment Matrix on page 59 of the Specification should be used to mark such responses. Please consult your team leader if necessary for further guidance.

Marks for quality of written communication are embedded within the AO1 criteria. Answers to all questions should be written in continuous prose and will be assessed according to clarity of expression and presentation, taking account of grammar, punctuation and spelling.

It is extremely important that the whole range of marks be used in order to differentiate between candidates. Full marks should be awarded for responses which are the best that can be reasonably expected of AS candidates who have completed one year of study. A perfect answer is not required. If the candidate's response to a question is such that the mark scheme allows full marks to be awarded, full marks must be given. If a candidate's answer does not deserve any credit, no marks should be awarded.

- 1 (a) Using Item A, identify and briefly explain two findings from the survey. [8]

AO2a Interpretation and Analysis

7-8

The candidate will correctly select and analyse two findings from the survey in Item A. Reference may be made to any two of the following: female fans, average earnings, ethnic background, changing image of football, changing social profile of the football fan or the role of the media. Answers will show the ability to select and analyse different types of data

Award 8 marks to responses which identify and fully explain two features.

Award 7 marks to responses which identify two findings, fully explain one and partially explain the other.

5-6

The candidate will correctly select and interpret two findings from the survey in Item A. Answers will show the ability to select from and interpret different types of data.

Award 6 marks to responses which identify two findings and explain both partially, or explain one fully and leave the other without explanation.

Award 5 marks to responses which identify two features explain one partially and leave the other without an explanation.

3-4

Answers will show some ability to interpret different types of data.

Award 4 marks to responses which identify two features but leave them both without an explanation or to responses which identify one factor and explain it fully.

Award 3 marks to responses which identify one feature and offer a partial explanation of it.

1-2

The candidate will correctly select one finding from Item A, but will leave this completely unexplained, showing only a limited ability to respond to the data.

0

No relevant interpretation or analysis.

(b) Identify and briefly explain two different types of masculinity. [8]

AO1 Knowledge and Understanding

7-8

The candidate will correctly identify two different types of masculinity. Reference may be made to hegemonic/traditional, complicity, homosexual, new man, new lad, new dad, marginal, subordinate or any other reasonable response (eg. dominant).

Award 8 marks to responses which identify and fully explain two different types of masculinity.

Award 7 marks to responses which identify two different types of masculinity, fully explain one and partially explain the other.

Answers will offer an explanation for each type of masculinity identified, and the explanation will show a range of knowledge and understanding of the concept masculinity. There will be few, if any, errors of grammar, punctuation and spelling.

5-6

The candidate will correctly identify two different types of masculinity.

Award 6 marks to responses which identify two types and give a partial explanation of both or which identify two, explain one fully and leave the other without an explanation.

Award 5 marks to responses which identify two types and give a partial explanation of one of them.

The candidate will display knowledge and understanding of the concept of masculinity. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

3-4

Award 4 marks to candidates who identify two types of masculinity but offer no explanation of either or to candidates who identify one reason and explain it fully.

Award 3 marks to candidates to identify one type and offer a partial explanation of it.

The candidate will show some understanding of the concept of masculinity. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one type of masculinity, but will leave this completely unexplained, therefore showing only limited understanding of the concept of masculinity. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

Where candidates do not explicitly identify a type of masculinity, but show knowledge and understanding with an explanation and/or example, award 3 marks. This could be done twice for 6 marks.

(c) Outline and briefly evaluate two ways in which the media can help individuals to learn social norms. [18]

AO1 Knowledge and Understanding (10 marks)

8-10

The candidate shows a range of knowledge and understanding of two ways in which the media can help individuals to learn social norms and of relevant empirical and/or theoretical and/or conceptual evidence. The candidate will display knowledge of the concepts of the mass media and of social norms. Candidates may refer to mediums or processes for example as means by which individual's learn social norms. Candidates may also use concepts such as beauty myths, cult of femininity/masculinity or role models. The candidate is likely to refer to examples/studies. At the top of the band both ways will be outlined and illustrated in some depth and candidates will present material which directly answers the question, looking directly at norms. There will be few, if any, errors of grammar, punctuation and spelling.

6-7

The candidate shows knowledge and understanding of two ways in which the media can help individuals to learn social norms and of relevant empirical and/or theoretical and/or conceptual evidence. The candidate may display greater knowledge of the media than of the process of learning norms and the range of concepts; evidence and ideas will be narrower than the band above in this way the answers may be uneven. Any examples used may be only partially understood or relevant and the candidate may lack a focus on social norms. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

4-5

The candidate displays some knowledge and understanding of the ways in which the media can help individuals to learn social norms and of relevant empirical and/or theoretical and/or conceptual evidence. The candidate may focus on one way of explaining this well to reach the top of this band. Answers which state two ways are likely to leave these undeveloped and unsubstantiated. The candidate will present material which partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-3

The candidate displays an awareness of at least one way in which the media can help individuals to learn social norms. The candidate may present material of marginal relevance to the question and it may be based on common sense assumption and assertion. Errors of grammar, punctuation and spelling may be of noticeable and obtrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to outline and evaluate two ways in which the media can help individuals to learn social norms. To locate at the top answers should select and analyse data relevant to norms and the media. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity. Answers at the bottom of this band will lack sociological analysis.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to the processes involved only. Towards the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (4 marks)**3-4**

The candidate at the top of this band will clearly and explicitly evaluate two ways in which the media can help individuals to learn social norms or will have a strong evaluative tone throughout. This may include commentary on the range of media, media influences and alternative agents of socialisation. At the bottom of the band the evaluation will be less explicit or focussed or may be a strongly assertive answer.

1-2

Answers will offer a limited evaluation on either two ways in which the media can help individuals to learn social norms, or at the bottom of the band only comment on one way. In this band any evaluations will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) **Discuss the view that an individual's social class is the main influence on their social behaviour in the contemporary UK.** [26]

AO1 Knowledge and Understanding (14 marks)

11-14

The candidate will display a range of knowledge and understanding of the concepts of social class and social behaviour and associated sociological evidence and ideas. Answers in this band will use a range of relevant empirical and/or theoretical and/or conceptual evidence, which will focus on what social behaviour is, possibly discussing occupation, education, norms, consumer choices and hobbies and how these can be associated or otherwise with different social classes. Answers in this band should show knowledge of the complexities surrounding social class and behaviour patterns. Answers will also offer a range of knowledge and understanding of at least two social classes in the contemporary UK. Answers are likely to discuss the other influences on an individuals' social behaviour, probably focussing on gender. Candidates will present material in a manner which answers the question directly. There will be few, if any, errors of grammar, punctuation and spellings.

8-10

The candidate will display knowledge and understanding of the concepts of social behaviour and social class and associated sociological evidence and ideas. Responses will be less well developed than the band above. The range of empirical and/or theoretical and/or conceptual evidence concepts will be narrower, but these will be covered in some detail. There is likely to be some evidence of social class behaviour patterns but this will be inaccurate in part or it will focus on only one social class, doing this well to reach the top of this band. Evidence should be offered to support or reject the argument that social behaviour is largely a product of the individuals' social class. Candidates will present material in a manner which answers the question. There may be occasional errors of grammar, punctuation and spelling.

5-7

The candidate will display some knowledge and understanding of the concepts of social behaviour and social class. Answers in this band will be largely descriptive showing little knowledge of the relationship between behaviour and class, therefore showing partial knowledge and understanding and will be characterised by a lack of sociological concepts and/or empirical and/or theoretical evidence which may be implicit and in need of further clarification and elaboration. Towards the top of the band there may be evidence of other influences on an individuals behaviour although these will be lacking in detail and accuracy. Candidates will present material in a manner which partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of the concept of social behaviour and social class. The candidate will make at least one relevant sociological point although the material used may be sparse, lacking in detail and imprecise. Candidates will present material of marginal relevance. There may be noticeable and obtrusive errors of grammar, punctuation and spelling.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the extent to which the majority of individuals social class is the main influence on their behaviour. Candidates will engage in the debate surrounding the relationship between social behaviour and social class. Answers in this band will select data which shows that there are other influences on the production of social behaviour. The data will either be relevant empirical and/or theoretical and/or conceptual evidence and could be used to support or refute the claim.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different types of data, referring to social class only. Towards the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (8 marks)**7-8**

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that an individuals social class is the main influence on their behaviour. Critical material may be employed to raise issues concerning the ways in which gender/ethnicity/nationality may impact on an individuals social behaviour. Answers may also comment on the blurring of social class boundaries or classlessness of society. Anticipate sustained evaluation at this level, addressing both sides of the argument.

5-6

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the majority of individuals social class is the main influence on their behaviour. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition and is therefore unlikely to be sustained throughout the answer. Candidates may present a clear but inadequately supported position.

3-4

The candidate shows the ability to make basic evaluation of the evidence and arguments about the view that an individuals social class is the main influence on their behaviour. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that an individuals social class is the main influence on their behaviour. Any other points will be based on common sense assertion.

0

No relevant evaluation.

- 2 (a) Using item B, identify and briefly explain two reasons why David Blunkett wants to introduce the 'Britishness tests'. [8]

AO2a Interpretation and Analysis

7-8

The candidate will correctly select and analyse two reasons why David Blunkett wants to introduce the 'Britishness tests' from Item B. Reference may be made to any two of the following; ways of life, languages, being accepted, participating in British society, greater national pride. Answers will show the ability to select and analyse different types of data.

Award 8 marks to responses which identify and fully explain two reasons.

Award 7 marks to responses which identify two ways, fully explain one and partially explain the other.

5-6

The candidate will correctly select and interpret two reasons why David Blunkett wants to introduce the 'Britishness tests' from Item B. Answers will show the ability to select from and appropriately interpret the data.

Award 6 marks to responses which identify two reasons and explain both partially, or explain one fully and leave the other without explanation.

Award 5 marks to responses which identify two reasons explain one partially and leave the other without an explanation.

3-4

Answers will show some ability to interpret different types of data.

Award 4 marks to responses which identify two reasons but leave them both without an explanation or to responses which identify one reason and explain it fully.

Award 3 marks to responses which identify one reason and offer a partial explanation of it.

1-2

The candidate will correctly select one reason why David Blunkett wants to introduce the 'Britishness tests' from Item B but will leave this completely unexplained, showing only a limited ability to respond to the data.

0

No relevant interpretation or analysis

(b) Identify and briefly explain two criticisms of the idea of 'Britishness tests'. [8]**AO1 Knowledge and Understanding****7-8**

The candidate will correctly identify two criticisms of the idea of 'Britishness tests'. Reference could be made to ethnocentrism, racism, ethnic closure, assimilation, integration, methodological problems.

Note that racism or methodological problems may be used twice with different examples.

Award 8 marks to responses which identify and fully explain two criticisms.

Award 7 marks to responses which identify two criticisms, fully explain one and partially explain the other.

Answers will offer an explanation for each criticism identified, and the explanation will show a range of knowledge and understanding. There will be few, if any, errors of grammar, punctuation and spelling.

5-6

The candidate will correctly identify two criticisms of the idea of 'Britishness tests'.

Award 6 marks to responses which identify two criticisms and give a partial explanation of both or which identify two, explain one fully and leave the other without an explanation.

Award 5 marks to responses which identify two criticisms and give a partial explanation of one of them.

The candidate will display knowledge and understanding of related issues. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

3-4

Award 4 marks to candidates who identify two criticisms of the idea of 'Britishness tests' but offer no explanation of either, or to candidates who identify one criticism and explain it fully.

Award 3 marks to candidates who identify one criticism and offer a partial explanation of it.

The candidate will show some understanding and will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one criticism, but will leave this completely unexplained, therefore showing only limited understanding. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (c) Outline and briefly evaluate how any two agents of secondary socialisation create ethnic identities. [18]

AO1 Knowledge and Understanding (10 marks)

8-10

The candidate shows a range of knowledge and understanding of two agents of secondary socialisation and how these create ethnic identities and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of two agents of secondary socialisation and the notion of creating an ethnic identity. The two ways are most likely to be drawn from education, media, religion or peer groups. The candidate in this band will display knowledge and understanding of how the chosen agency creates an ethnic identity. The candidate is likely to refer to examples/studies. The candidate will present material which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

6-7

The candidate shows knowledge and understanding of two agents of secondary socialisation and how these create ethnic identities and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of the agents of socialisation than of how they create the ethnic identity and the range of concepts; evidence and ideas will be narrower than the band above in this way so the answers may be uneven. Any examples used may be only partially understood or relevant. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

4-5

The candidate displays some knowledge and understanding of agents of secondary socialisation and how these create ethnic identities and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one agent of secondary socialisation, explaining this well to reach the top of this band. Answers which state two agents of secondary socialisation which create an individual's ethnic identity will leave both of these underdeveloped and unsubstantiated. The candidate will present material which partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-3

The candidate displays an awareness of how at least one agent of secondary socialisation creates ethnic identities. The candidate may present material of marginal relevance to the question and it may be based on common sense assumption and assertion. Errors of grammar, punctuation and spelling may be noticeable and obtrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to outline and evaluate how **two** agents of secondary socialisation create ethnic identities. To locate at the top answers should select and analyse data relevant to the two agents of secondary socialisation and ethnic identity. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, referring to agents of socialisation only. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (4 marks)**3-4**

The candidate at the top of this band will clearly and explicitly evaluate how the two agent/s of secondary socialisation create ethnic identities. This may include commentary on primary socialisation or the strength of the agent/s discussed to influence identity. Candidates may refer to other agents of socialisation. At the bottom of the band evaluation may be less explicitly focussed or, there may be a strongly assertive answer.

1-2

The candidate will offer limited evaluation on how the agent/s of secondary socialisation create ethnic identities, making the evaluation basic and at the bottom of the band only one comment may be made. In this band any evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that a clear British culture and identity already exists in the contemporary UK. [26]

AO1 Knowledge and Understanding (14 marks)

11-14

The candidate will display a range of knowledge and understanding of the concepts of British culture and identity and associated sociological evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, possibly discussing language, tradition, history, ethnicity, multiculturalism, ways of life and national identities. Answers in this band will show knowledge of the strength of national identity in the contemporary UK, expect to see studies such as Schudson or accurate contemporary examples. Answers will have knowledge and understanding of a range of relevant examples and concepts giving breadth to the answers. Candidates will refer to concepts such as devolution, hybrid identities and globalisation at the top of the band. Candidates will present material in a manner which answers the question directly. There will be few, if any, errors of grammar, punctuation and spellings.

8-10

The candidate will display knowledge and understanding of the concepts of British culture and/or identity and associated sociological evidence and ideas. Responses will be less well developed than the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the arguments that a clear British culture and identity exists. Accurate contemporary examples should be rewarded. Candidates will present material in a manner which answers the question. There may be occasional errors of grammar, punctuation and spelling.

5-7

The candidate will display some knowledge and understanding of British culture and/or identity. Answers in this band will be largely descriptive showing understanding of the concepts but little knowledge of cultures and identity in the contemporary UK, therefore showing partial knowledge and understanding and will be characterised by a lack of sociological concepts and/or empirical and/or theoretical evidence which may be implicit and in need of further clarification and elaboration. Candidates will present material in a manner which partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of British culture or identity. The candidate will make at least one relevant sociological point although the material used may be sparse, lacking in detail and imprecise. Candidates will present material of marginal relevance. There may be noticeable and obtrusive errors of grammar, punctuation and spelling.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the extent to which a clear British culture and identity exists in the contemporary UK. Candidates will engage in the debate surrounding the extent to which British culture and identity is strengthening or weakening. The data will either be relevant empirical and/or theoretical and/or conceptual evidence and could be used to support or refute the claim in the question.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different types of data, referring to British culture or identity in a vague way and without the use of examples or studies. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (8 marks)**7-8**

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that a British culture and identity already exists in the contemporary UK. Critical material may be employed to raise issues concerning globalisation, assimilation, hybrids and the process of devolution. Anticipate sustained evaluation at this level.

5-6

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that British culture and identity already exists in the contemporary UK. The evaluation in this band will be a narrower range than the band above and as these answers may be characterised by juxtaposition the evaluation is unlikely to be sustained throughout the answer. Candidates may present a clear but one sided or inadequately supported position.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that British culture and identity already exists in the contemporary UK. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that a British culture and identity already exists in the contemporary UK. Any other points will be based on common sense assertion.

0

No relevant evaluation.

ASSESSMENT MATRIX: ADVANCED SUBSIDIARY

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
Levels of Achievement	Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation
4	The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations
3	The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select from and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.

2	<p>The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.</p>	<p>The candidate will display some ability to interpret different types of data.</p>	<p>The candidate will show the ability to make a basic evaluation of evidence and argument.</p>
1	<p>The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	<p>The candidate will display limited ability to respond to data.</p>	<p>The candidate will be aware of at least one issue involved in evaluation.</p>

**Mark Scheme 2533
June 2005**

GENERAL MARKING GUIDELINES

For All Advanced Subsidiary Mark Schemes

- It is important to remember that the Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first half of a full Advanced GCE course, i.e. **between GCSE and Advanced GCE**. Candidates will mainly be **17 years old** writing under examination conditions. Before you begin your marking it is strongly recommended that you examine the **Advanced Subsidiary Assessment Matrix** on page 59 of the Specifications in order to obtain a feel for the general qualities we are seeking at this level. The mark scheme for each unit gives more detailed guidance on the possible responses to each question.
- **Marking must be positive.** Candidates should not be penalised for errors, inaccuracies or irrelevancies. **Credit should be given for what is there rather than what you think should be there.** Credit should also be given for responses, which take an unusual approach, not covered by the mark scheme, which are judged to be valid alternatives. The Assessment Matrix on page 59 of the Specifications should be used to mark such responses. Please consult your team leader, if necessary, for further guidance.
- Marks for quality of written communication are embedded within the A01 criteria. Answers to all questions should be written in continuous prose, and will be assessed according to clarity of expression and presentation, taking account of grammar, punctuation and spelling.
- It is extremely important that **the whole range of marks be used** in order to differentiate between candidates. Full marks should be awarded for responses which are the best that can be reasonably expected of AS candidates who have completed one year of study. **A perfect answer is not required.** If the candidate's response to a question is such that the mark scheme allows full marks to be awarded, full marks must be given. If a candidate's answer does not deserve any credit, no marks should be awarded.

OPTION 1

The Family

- 1 (a) Identify and explain TWO reasons for the growth in one parent families in the last 20 years. [15]

Answers may include any two from the following: -

Quadrupled since the 1970's due to:

- less stigma, declining influence of religion, traditional morality
- higher divorce rates
- decline of extended families, informal social control
- later age at marriage
- growing affluence and the ability of women in the new professions to earn high wages
- openly gay individuals and artificial insemination,
- women's increased social and economic independence, parenting without fathers
- increased state support, benefits, CSA.
- more young couples having sex, males unwilling to commit to binding relationship
- more positive female single parent role models in Afro-Caribbean community
- **Any other reasonable response**

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two reasons for the growth in one parent families in the last 20 years and of the relevant associated sociological evidence and ideas. Expect to see well-developed explanations. At the top of the band expect to see some conceptual and or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 9-12 The candidate displays knowledge and understanding of two reasons for the growth in one parent families in the last 20 years and of the associated sociological evidence and ideas. Evidence is more likely to be anecdotal rather than empirical or theoretical, perhaps drawing upon everyday opinion rather than being grounded in fact. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two reasons for the growth in one parent families in the last 20 years. Sociological ideas may be marginally related. A narrow range of aspects accurately covered. One reason fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-4 The candidate displays an awareness of at least one reason for the growth in one parent families over the last 20 years and/or one related idea or

concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that roles of men and women within the family have become more equal.

[30]

Expect to see reference to patriarchy, the domestic division of labour and decision making. Good answers may balance the arguments for increased egalitarianism against those which highlight continuing hierarchy and inequality, domestic violence being common, family symmetry a myth etc. A significant discussion of feminist contributions to the debate may be evident. Candidates may distinguish between family types and include material on the family related to class and ethnic differences. Reward candidates who use contemporary evidence/examples. As well as the traditional arguments regarding increasing symmetry or otherwise (Young and Wilmott, Oakley, Edgell etc.) the significance of the idea of the post-modern family may be explored (Bernardes, Morgan). Candidates may offer evidence in support of the view e.g. more fathers attend birth of child and have a continuing involvement in their care. Women no longer all passive victims of patriarchy, many women choose domestic role and so role differences are not evidence of inequality etc.

AO1 Knowledge and Understanding

8-9 The candidate shows a range of knowledge and understanding of the view that roles of men and women within the family have become more equal and of relevant sociological evidence and ideas. At this level there may be explicit recognition of family diversity in terms of ethnic and class differences. At the top of the band answers will possess depth, detail and/or breadth. Expect also to see some explicit concepts and/or appropriate use of accurate empirical examples and/or theory. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7 The candidate displays knowledge and understanding of the view that roles of men and women within the family have become more equal and of associated sociological evidence and ideas. Whilst answers may present knowledge and understanding of the arguments for increased egalitarianism as well as those which highlight continuing inequality, one or other emphasis may be relatively neglected. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4 The candidate displays some knowledge of the view that roles of men and women within the family have become more equal and of associated evidence and ideas. Answers are unlikely to balance the arguments for increased egalitarianism with those that highlight continuing inequality. At this level candidates are unlikely to distinguish between family types. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2 The candidate displays an awareness of at least one aspect of the view that roles of men and women within the family have become more equal. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

10-12 The candidate shows the ability to select and analyse data appropriate to the view that roles of men and women within the family have become more equal. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument expressed. Material relating to class and ethnic differences may be evident.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that roles of men and women within the family have become more equal. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument expressed.

4-5 The candidate displays some ability to interpret different types of data about the view that roles of men and women within the family have become more equal. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3 The candidate displays limited ability to use at least one form of data relevant to the view that roles of men and women within the family have become more equal

0 No relevant interpretation and analysis

AO2b Evaluation

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that roles of men and women within the family have become more equal. Candidates may select from and use a range of arguments in evaluation, such as arguments for increased egalitarianism or the post-modern family and inability to generalise, against those which highlight continuing family inequality, care of elderly, feminist contributions to the debate, class and ethnic differences. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that roles of men and women within the family have become more equal. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that roles of men and women within the family have become more equal. Aspects of only one side of the view are likely to be addressed.
- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that roles of men and women within the family have become more equal.
- 0 No relevant evaluation.

Sub-total [30]

TOTAL [45]

2 (a) Identify and explain TWO reasons for an increase in childless couples. [15]

Answers may include any two from the following: -

- The changing role of women in society – increased participation in education and labour market, feminisation of the labour market and higher levels of career mobility for some women
- More egalitarian relationships with fewer couples experiencing segregated conjugal roles
- More widespread use of contraception
- Couples increasingly choosing to delay having children
- Delayed childbirth has resulted in some women being unable to conceive due to reduced fertility
- More consumerist lifestyle requiring two incomes to maintain it
- Greater focus on individualism and personal achievement
- Post-modern arguments about increased choice
- Less ideological pressure to have children with secularisation, increased family diversity etc
- Any other reasonable response

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two reasons for an increase in childless couples and of the relevant associated sociological evidence and ideas. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material, which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 9-12 The candidate displays knowledge and understanding of two reasons for an increase in childless couples and of the associated sociological evidence and ideas. Evidence is more likely to be anecdotal rather than empirical or theoretical. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two reasons for an increase in childless couples. Sociological ideas may be marginally related. A narrow range of features accurately covered. One reason fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-4 The candidate displays an awareness of at least one reason for an increase in childless couples and/or one related idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that Childhood is disappearing in the contemporary UK

[30]

Reference may be made to the idea that more family life is childless and thus conjugal pair centered; i.e. not all families have children as their main focus. Also dual worker households may mean more latchkey kids, tired parents with little time to focus on their children. Reference may be made to the New Right view of a 'loss of innocence' of childhood as, via the mass media, children increasingly have access to formerly 'adult' material on issues such as death or sex and children are less protected by their parents from the darker side to family life. Children used to be 'seen and not heard' and thus separated from adult interaction – now more fully integrated. There are a broader range of options open to children as their lives too become more complex. Largely unjustified fears and moral panics around the dangers of increased traffic or the threat from paedophiles has meant that children are less free than they once were to be children but their rights have been given a higher profile. They also have more access to counselling, child protection professionals etc. The statement may be challenged by the idea that children's opinions are more highly valued e.g. Children's opinions now canvassed in divorce, custody and adoption cases, children can divorce parents etc. Aside from other relevant points, expect to see reference to families being smaller enabling parents to devote more time and attention as well as financial resources to each child. Parents, especially fathers, working a shorter working week than they did in the past and so have more leisure time, some of which they can devote to their children, more affluence / surplus money to spend on leisure with children, theme parks, family diners, outings, the development of a science of child-care – Paediatrics and child psychologists informing adults of good parenting skills. Candidates may refer to the significance for business of the marketability of childhood today with the vast profits to be made from child consumers i.e. the increased emphasis on celebrating childhood against the tendency to its greater commercialization.

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that Childhood is disappearing in the contemporary UK and of relevant sociological evidence and ideas. At the top of the band answers will possess depth, detail and/or breadth. Expect also to see some explicit concepts and/or appropriate use of accurate empirical examples and/or theory. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 5-7 The candidate displays knowledge and understanding of the view that Childhood is disappearing in the contemporary UK and of associated sociological evidence and ideas. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4 The candidate displays some knowledge of the view that Childhood is disappearing in the contemporary UK and of associated evidence and ideas. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2 The candidate displays an awareness of at least one aspect of the view that Childhood is disappearing in the contemporary UK. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

10-12 The candidate shows the ability to select and analyse data appropriate to the view that Childhood is disappearing in the contemporary UK. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument expressed. Material relating to class and ethnic differences may be evident.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that Childhood is disappearing in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument expressed.

4-5 The candidate displays some ability to interpret different types of data about the view that Childhood is disappearing in the contemporary UK. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3 The candidate displays limited ability to use at least one form of data relevant to the view that Childhood is disappearing in the contemporary UK.

0 No relevant interpretation and analysis

AO2b Evaluation

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that Childhood is disappearing in the contemporary UK. Candidates may select from and use a range of arguments in evaluation, such as continuing child abuse and family violence, poverty, age, gender class and ethnic differences. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that Childhood is disappearing in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that Childhood is disappearing. Aspects of only one side of the view are likely to be addressed.

1-2 The candidate is aware of at least one issue involved in the evaluation of the view that Childhood is disappearing in the contemporary UK.

0 No relevant evaluation.

**Sub-total [30]
TOTAL [45]**

OPTION 2

Mass Media

- 3 (a) Identify and explain TWO ways in which media consumption has changed in the last 20 years.** [15]

Answers may include any two from the following: -

- Consumption of an increased range of media forms, cable and satellite TV, the Internet, digital TV and radio and more widespread ownership of a wider range of forms.
- Candidates may wish to focus on a particular media form and discuss changes in consumption in that context. e.g. Film and the re-orientation of the product to the consumer, marketing and merchandising.
- Multimedia digital technologies have brought huge changes, over the last ten to fifteen years, in the way that computers are used. The CD-ROM, for example, has made large-scale data storage possible for combining computer software and the CD-ROM with the MP3 data format which has enabled people to obtain and share music via computers and the Internet in new ways; and video digitising cards, now beginning to be installed as standard in higher-powered computers, mean that more people will watch TV and video via their computer.
- Other ways in which technological convergence has impacted upon media consumption e.g. Picture texting etc.
- Any other reasonable response.

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two ways in which media consumption has changed in the last 20 years. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both examples. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. Responses which totally neglect the issue of consumption cannot reach this band. There will be few, if any, errors of spelling, grammar and punctuation.
- 9-12 The candidate displays knowledge and understanding of two ways in which media consumption has changed in the last 20 years. This may be uneven e.g. by over-concentration on one example, or a general or partial knowledge and understanding of sociological evidence. The examples will be related in a more anecdotal rather than conceptual manner. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two ways in which media consumption has changed in the last 20 years but the relevance of the examples to the wider context may not be clearly established. One way fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-4 The candidate displays an awareness of at least one example of a way in which media consumption has changed in the last 20 years. The material

presented will be sparse and lacking detail and understanding is vague or imprecise. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that advances in media technology have mainly positive consequences.

[30]

Positive consequences: *More media access for effective citizenship, more choice, more educational opportunities, and possibilities for ecommerce, email blurring local/global & work/home boundaries, expansion of and enrichment of social networks, more local production and cultural integrity.*

Negative consequences: *Increased access to damaging information terrorism, pornography, child porn in particular, netwars (ideological 'debate' on a global scale via the internet).*

Domination by the global corporations such as Microsoft and Newscorp leading to unacceptable commercial influences

*Products may become increasingly similar and lack a range of political standpoints
Threat to democracy, as media heads are unelected. Risk of heightened social division; an increase in the hierarchy of information 'haves' and 'have nots' and therefore heightened social inequality. 88% of users in developed world. One third of UK households with children in 2002 do not have access to a PC, Globalisation of western culture*

Social isolation, less time with family and friends. Extended working day, less consumption of other worthwhile cultural forms – books, theatre. (However, the sales of books have however increased steadily over the entire era of TV).

AO1 Knowledge and understanding

8-9 The candidate shows a range of knowledge and understanding of the view that advances in media technology have mainly positive consequences. Concepts and/or empirical and/or theoretical knowledge will be demonstrated. At the top of the band, answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7 The candidate displays knowledge and understanding of the view that advances in media technology have mainly positive consequences and of some associated sociological evidence and ideas. Answers will be less wide ranging perhaps focussing in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4 The candidate displays some knowledge of the view that advances in media technology have mainly positive consequences and of some associated evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in any conceptual and/or empirical and/or theoretical substance. The candidate

will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

- 1-2 The candidate displays an awareness of at least one aspect of the view that advances in media technology have mainly positive consequences. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding

AO2a Interpretation and Analysis

- 10-12 The candidate shows the ability to select and analyse data appropriate to the view that advances in media technology have mainly positive consequences. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretations of patterns and/or trends and/or research data on various sides of the argument.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that advances in media technology have mainly positive consequences. A range of arguments and evidence to support /refute the view will be presented but at a more superficial and anecdotal level than in the top band.
- 4-5 The candidate displays some ability to interpret different types of data about the view that advances in media technology have mainly positive consequences. A limited range of examples will be presented some of which will be of marginal relevance.
- 1-3 The candidate displays limited ability to use at least one form of data about the view that advances in media technology have mainly positive consequences.
- 0 No relevant interpretation and analysis.

AO2b Evaluation

- 8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that advances in media technology have mainly positive consequences. Expect to see explicit evaluation of evidence addressing aspects of both sides of the argument. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.
- 5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that advances in media technology have mainly positive consequences. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal references to counter the view. A degree of balance should be evident.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that advances in media technology have mainly positive consequences. In this mark band, discursive points may be listed, or asserted without explanation, limited in terms of development

and/or relevance. Answers here may be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view entirely at the expense of the other.

- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that advances in media technology have mainly positive consequences.
- 0 No relevant evaluation.

Sub-total [30]

TOTAL: [45]

4 (a) Identify and explain TWO ways in which women are stereotyped in the media.[15]

Candidates may elaborate on any two from a range of media output such as:-

- Any from Meehan's typology, the imp, matriarch, witch, siren, good wife etc.
- Dumb blonde stereotype
- Ideal woman as blonde, slim and beautiful (supermodels, page 3 types)
- Substantive examples may be given from well-known media texts and the wider context may be presented.
- Women presented in domestic contexts,
- Women generally under 30 and attractive, men of all ages, shapes and sizes
- Women in a narrow range of occupations
- Any other reasonable response

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two ways in which women are stereotyped in the media. The term stereotyping should be clearly understood. (Simplified generalisation about a person or group, usually derogatory, reflecting power inequality etc.) At this level some notion of patriarchal ideology/harmful effects may be evident. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both examples. At the bottom of the band this may be uneven and provided in depth for only one example.
- 9-12 The candidate displays knowledge and understanding of two ways in which women are stereotyped in the media. This may be uneven e.g. by over-concentration on one example, or a general or partial knowledge and understanding of sociological evidence illustrative of stereotyping. The examples will be related in a more anecdotal rather than conceptual manner. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two ways in which women are stereotyped in the media but the relationship of the examples to the concept of stereotype may not be made clear. One example fully explained can reach the top of this band. The candidate will

present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

- 1-4 The candidate displays an awareness of at least one example of a way in which women are stereotyped in the media. The material presented will be sparse and lacking detail and understanding is vague or imprecise. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that the media's representation of ethnic minorities is becoming more positive.

[30]

Expect to see examples from contemporary media, which show that images of race found on television or in advertising show that a conscious effort has been made to counter the negative stereotypes of the past. For example 'The Cosby Show' and 'The Fresh Prince of Bel Air' show us that black people can occupy normal, successful social positions. Black presenters are also much more common, some in positions of considerable authority e.g. Trevor Macdonald, Moira Stewart whilst others point to the positive portrayal of black athletes and musicians. Finally, some parts of the media which cater for ethnic minorities are on the increase and their representations of race are very different from those found in the wider media. In evaluation candidates may draw upon studies or contemporary evidence e.g. Jhally and Lewis (1992) who are critical of shows like 'The Cosby Show' because they depict an extremely unrepresentative group of black people who are isolated from and who ignore the problems of racism, deprivation and underachievement that disproportionately affect black people in the USA. Some may allude to the fact that the constant depiction of blacks as athletes and musicians restrict the role models open to young blacks and reinforce a stereotype in white people's minds. Whilst the number of black presenters have increased, this is merely 'window dressing' as the numbers of black producers, researchers and writers are disproportionately low with most black people 'behind the scenes' in the media working in the catering and cleaning departments. Black presenters are disproportionately located within children's programming. Black media such as The Voice, Ebony, Network East effectively ghettoise ethnic issues. The rest of the media don't bother to report on such issues as it is assumed that they are already taken care of. Only minority groups access these texts and so issues of importance to black people are isolated from the majority. The continuing prominence of Third world representations, 'coup-war-famine syndrome', black crime may be cited as counter argument.

AO1 Knowledge and understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that the media's representation of ethnic minorities is becoming more positive. Conceptual and/or empirical and/or theoretical knowledge will be well demonstrated. At the top of the band, answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

- 5-7 The candidate displays knowledge and understanding of the view that the media's representation of ethnic minorities is becoming more positive and of some associated sociological evidence and ideas. Answers will be less wide ranging perhaps focussing in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. Candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4 The candidate displays some knowledge of the view that the media's representation of ethnic minorities is becoming more positive and of some associated evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in any conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2 The candidate displays an awareness of at least one aspect of the view that the media's representation of ethnic minorities is becoming more positive. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

- 10-12 The candidate shows the ability to select and analyse data appropriate to the view that the media's representation of ethnic minorities is becoming more positive. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media's representation of ethnic minorities is becoming more positive. A range of arguments and evidence to support/refute the view will be presented but at a more superficial and anecdotal level than in the top band.
- 4-5 The candidate displays some ability to interpret different types of data about the view that the media's representation of ethnic minorities is becoming more positive. A limited range of examples will be presented, some of which will be of marginal relevance.
- 1-3 The candidate displays limited ability to use at least one form of data about the view that the media's representation of ethnic minorities is becoming more positive.
- 0 No relevant interpretation and analysis.

AO2b Evaluation

- 8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the media's representation of ethnic minorities is becoming more positive. Expect to see explicit evaluation of evidence addressing aspects of both sides of the argument. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.
- 5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the media's representation of ethnic minorities is becoming more positive. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal references to counter the view. A degree of balance should be evident.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that the media's representation of ethnic minorities is becoming more positive. In this mark band, discursive points may be listed, or asserted without explanation, limited in terms of development and/or relevance. Answers here will tend to be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view entirely at the expense of the other.
- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that the media's representation of ethnic minorities is becoming more positive.
- 0 No relevant evaluation.

Sub-total [30]

TOTAL: [45]

OPTION 3

Religion

- 5 (a) Identify and explain TWO reasons why religion is important to some ethnic groups.** [15]

Candidates may elaborate on any two significant aspects from the same or more than one ethnic group :-

- Many Afro-Caribbeans belong to racially mixed Christian denominations. However, the largest distinctively Afro-Caribbean

churches comprise of the Pentecostalist and the charismatic or 'house church' movements. These churches have a distinctive style of worship with its roots in the Caribbean, Jamaica in particular. For some it has enabled them to cope with and adjust to a racist and unjust society. It serves as an 'opium' for the people as Marx has suggested.

- For others such as Pryce (1979), it encourages hard work, sexual morality, prudent management of finances and strong support of the family and community. In this sense it reflects the protestant ethic which Weber saw as essential in the development of capitalism.
- Religious practice and belief for many Asian young people may have become of secondary importance to the identity-giving role that religion provides. Johal (1998) has pointed out how in a country such as Britain where religious pluralism is still a long way off, many British Asians have chosen to preserve and uphold the religious and cultural doctrines of their parents as a means to assert a coherent and powerful identity and to resist racism. The desire, now that communities contain both children on the one hand and elders on the other, to keep the generations together, and to transmit traditional values to children and young people;
- Religion is seen to provide inner spiritual resources to withstand the pressures of racism and Islamophobia, and the threat to South Asian culture and customs posed by Western materialism and permissiveness.
- Identification of a particular ethnic group and explanations as to how religion remains a key factor in their lifestyles and/or identity e.g. Rastafarianism, Indian Sikhs, relationship between religion and culture and identity. Research on identities of young Muslim women in the UK may be presented etc.
- Any other reasonable response

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two reasons why religion is important to some ethnic groups and of associated sociological ideas and concepts. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 9-12 The candidate displays knowledge and understanding of two reasons why religion is important to some ethnic groups and of associated sociological ideas and concepts. The level of elucidation will be less wide ranging than in the previous band and examples given will be vague and distinctions between them may be unclear. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding two reasons why religion is important to some ethnic groups and of some relevant sociological evidence and ideas. Examples are unlikely to be provided. One reason fully explained can reach the top of the band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

- 1-4 The candidate displays an awareness of at least one reason why religion is important to some ethnic groups and/or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that church attendance figures are an accurate indicator of religious belief.

[30]

Expect to see reference to accurate statistics on church attendance, family worship as well as the practice of faith at home, the difference between practice and belief, other concepts such as membership, belonging without believing, practice and modes of religious expression. Candidates may discriminate between churches and may be able to demonstrate differential decline in attendance. Class, gender and ethnicity may be considered in some depth in relation to both Christian worship and non-Christian religions e.g. rise of Islam. 'Church' may thus be defined as a place of worship in any religion. Examples of a range of religious institutions may be discussed in support of points made e.g. the relative appeal of different NRM's for disaffected young, (sects) and new age professionals (cults such as scientology). The relationship between cults and middle class bohemianism in the 1960's and 1970's may be referred to. Research data may be presented in some depth e.g. Barker on Moonies, Wallis on scientologists. The extent of religious belief in the past may be interrogated. There should be some statistical evidence presented in prose regarding changes in membership. The secularisation debate may be discussed in some depth.

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that church attendance figures are an accurate indicator of religious belief and of relevant associated sociological ideas and concepts. A level of detailed knowledge of the various types of religious groups and theoretical arguments may be presented. Other evidence of secularisation or increased religiosity may be presented. At the top of the band, answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 5-7 The candidate displays knowledge and understanding of the view that church attendance figures are an accurate indicator of religious belief and of associated sociological ideas and concepts. Evidence will be less developed and there may be an over-concentration on one side of the argument. A narrower range of material will be presented and examples may be more anecdotal than conceptual and/or empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4 The candidate displays some knowledge of the view that church attendance figures are an accurate indicator of religious belief and of associated sociological ideas and concepts. Examples to support one side

of the view may be presented with a general or partial understanding of sociological evidence. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2 The candidate displays an awareness of at least one view of the argument that church attendance figures are an accurate indicator of religious belief. and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

10-12 The candidate shows the ability to select and analyse data appropriate to the view that church attendance figures are an accurate indicator of religious belief. This may draw from surveys of religiosity, declining church attendance, the growth of NRM's among the white middle classes, detailed discussion of particular examples of declining/increasing religious commitment among different ethnic groups. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that church attendance figures are an accurate indicator of religious belief. Evidence may be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5 The candidate displays some ability to interpret different types of data about the view that church attendance figures are an accurate indicator of religious belief or relevant points feature but are poorly organised in a loosely focussed interpretation of the extent to which church attendance figures are a poor indicator of religious belief.

1-3 The candidate displays limited ability to use at least one form of data about the view that church attendance figures are an accurate indicator of religious belief.

0 No relevant interpretation and analysis.

AO2b Evaluation

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that church attendance figures are an accurate indicator of religious belief. This will take the form of an argued case sustaining relevance and coherence. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that church attendance figures are an accurate indicator of religious belief. Expect to

see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates will present summaries or judgements in relation to some appropriate material or advance a clear but one-sided and less adequately supported position.

- 3-4 The candidate shows the ability to make a basic evaluation of a limited range of material or of limited aspects of the issue. Discursive points may be listed or asserted without explanation, limited in terms of development and/or relevance.
- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that church attendance figures are an accurate indicator of religious belief.
- 0 No relevant evaluation.

Sub-total [30]

TOTAL: [45]

6 (a) Identify and explain TWO features of fundamentalist groups.

[15]

Reference may be made to any two from the following:

- Interpret 'infallible' sacred texts literally – in order to counter what they see as the diluting influence of excessive intellectualism among more liberal organisations. They often make use of selective retrieval of evidence from such scriptures.
- Reject religious pluralism, tolerance of other religious ideas waters down personal faith and consequently fundamentalists have an 'us' and 'them' mentality.
- Find a personal experience of God's presence. They define all areas of life as sacred thus requiring a high level of engagement. E.g. Fundamentalist Christians are born again to live the rest of their lives in a special relationship with Jesus.
- Oppose secularisation and modernity and are for tradition – accommodation to the changing world undermines religious conviction and leads to moral corruption.
- Promote conservative beliefs including patriarchal ones. They argue that God intends humans to live in heterosexual societies dominated by men. In particular, they condemn abortion and detest lesbian and gay relations.
- Emerge in response to social inequality or a perceived social crisis. They attract members by offering solutions to desperate, worried or dejected people
- Paradoxically, they tend to make maximum use of modern technology - to compete on a level playing field with those that threaten their very existence; e.g. The Christian Right use Television (in their view the prime cause of moral decay) to preach the 'word'. Use of the Internet is now widespread by all fundamentalist groups.
- Any other reasonable response.

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two features of fundamentalist groups and of relevant associated sociological ideas and concepts. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both features. At

the bottom of the band this may be uneven and provided in depth for only one feature. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

- 9-12 The candidate displays knowledge and understanding of two features of fundamentalist groups and of associated sociological ideas and concepts. Two of the above examples will be well described. The level of elucidation will be less developed and the nature of the feature may not be fully described. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two features of fundamentalist groups and of associated sociological ideas and concepts. There may be a lack of balance i.e. by overconcentrating on one feature and/or providing a partial explanation of the other. One feature fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-4 The candidate displays an awareness of at least one feature of fundamentalist groups or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that Religion promotes stability and consensus in society.

[30]

There are a wide range of approaches to this question. Dimensions of class, gender, ethnicity and age may be discussed.

At the top end expect to see a wide-ranging discussion of Functionalism and Marxism versus the Weberian position; i.e. Classical theory and/or a contemporary emphasis e.g. Candidates may cite the rise of fundamentalism as a revolutionary or conservative force. Some discussion of sects and cults may be presented where they challenge and/or support the status quo. Contemporary examples of how the church in certain South American countries takes a radical stand against the state e.g. Paraguay (true to a lesser extent in the Thatcher era in Britain). Some candidates may challenge the assertion through a discussion of secularisation, intimating that religious affiliation is too weak in society as a whole for religion to have any real influence today as either a conservative or radical force. Critical material may be employed to raise issues concerning whether religion may act as a

radical force or a radically conservative force supported by evidence e.g. libertarian theology, certain types of sect, fundamentalism, religious and moral evangelism etc. Substantive examples may include: Martin Luther King and Civil rights movement, Northern Ireland situation, Islamic fundamentalism, New Christian Right etc. In evaluating the view candidates may cite evidence of the extent to which specific religious groups embrace and/or are tolerant of the status quo and are thus inherently conservative. Both Marxist and Functionalist ideas may be discussed as evidence of the way in which religion acts as a conservative force.

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that Religion promotes stability and consensus in society and of relevant associated sociological ideas and concepts. At the top of the band expect to see clear reference to a range of evidence, with some relevant examples in support of points presented. Knowledge of counter-arguments will be clearly presented. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 5-7 The candidate displays knowledge and understanding of the view that Religion promotes stability and consensus in society and of associated sociological ideas and concepts. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4 The candidate displays some knowledge of the view that Religion promotes stability and consensus in society and of some associated sociological ideas and concepts. A simple outline of the relationship is likely with anecdotal evidence presented. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2 The candidate displays an awareness of at least one aspect of the view that Religion promotes stability and consensus in society and/or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

- 10-12 The candidate shows the ability to select and analyse data appropriate to the view that Religion promotes stability and consensus in society. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that Religion promotes stability and consensus in society. At this level there will be less range and evidence will be more superficially explained in terms of its relevance to the view.

- 4-5 The candidate displays some ability to interpret different types of data about the view that Religion promotes stability and consensus in society. Candidates may refer to a few substantive examples, but they will be perhaps listed rather than explained in terms of their relevance to the view.
- 1-3 The candidate displays limited ability to use at least one form of data about the view that Religion promotes stability and consensus in society.
- 0 No relevant interpretation and analysis.

AO2b Evaluation

- 8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that Religion promotes stability and consensus in society. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.
- 5-7 The candidate shows the ability to evaluate some of the available sociological concepts, evidence and /or theory about the view that Religion promotes stability and consensus in society. A clear argument in support of or against the view will be presented with a degree of balance but at a more superficial level than for the above band.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that Religion promotes stability and consensus in society. Some appropriate material will be presented by advancing a clear but one-sided and inadequately supported position.
- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that Religion promotes stability and consensus in society. Discursive points may be asserted without explanation, limited in terms of development and /or relevance.
- 0 No relevant evaluation.

Sub-total [30]**TOTAL: [45]****OPTION 4****Youth and Culture**

- 7 (a) Identify and explain TWO ways in which being working class may affect a child's experience of education.** [15]

At all stages of education, students from working-class backgrounds achieve less than their middle-class counterparts. Even when working-class children have the same level of intelligence as middle-class children, they;

- are less likely to be found in nursery schools or pre-school play-groups.
- are more likely to start school unable to read.
- are more likely to fall behind in reading, writing and maths skills.
- are more likely to be placed in lower sets or streams.
- are more likely to get fewer GCSEs or low grades.
- are more likely to leave school at the age of 16.
- are less likely to go on into the sixth form and on to university.

- Some answers may be illustrated by further contextualization e.g. the children of the middle classes are three times more likely to get a professional job than working-class children.
- Explanations may refer to labelling and its impact, cultural capital, material deprivation etc
- Any other reasonable response

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two ways in which being working class may affect a child's experience of education and of relevant associated sociological ideas and concepts. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 9-12 The candidate displays knowledge and understanding of two ways in which being working class may affect a child's experience of education and associated sociological ideas and concepts. The candidate is likely to provide relevant substantive examples, which illustrate how school experience affects educational outcomes but explanations will be less developed than for the previous band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two ways in which being working class may affect a child's experience of education and of some sociological ideas and concepts. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question and may border on common sense. There may be some errors of spelling, grammar and punctuation.
- 1-4 The candidate displays an awareness of at least one way in which being working class may affect a child's experience of education. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that pupils' experiences of schooling differ according to their ethnicity.

[30]

Expect to see accurate empirical evidence relating to differential educational attainment of particular groups of ethnic minority pupils. E.g. AfroCaribbean males e.g. tend to get fewer and poorer GCSE results than white or Indian children, tend to have below average reading ability, tend to be in the lower streams of comprehensives; are less likely to get A-levels and go onto university. West Indian males are over-represented in special schools for children with behavioural or learning difficulties. Explanations may include racism in school, labelling, impact of peer group. The danger of such negative labelling is that some black kids may react by forming anti-school subcultures in order to resist such racism. Such kids are less likely to be interested in schoolwork because they associate it with teacher racism.

The result is a self-fulfilling prophecy because these kids end up being put in the bottom streams and being disruptive. The impact of 'white eye' view etc, Black girls and anti school/pro education stance, Invisibility of Asian girls may be cited as evidence of school experience. The view may be challenged by pointing to the greater significance of class or gender or by highlighting the extent to which ethnic achievement is increasing, schools are becoming multi-cultural and ethnic divisions diminishing etc.

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that pupils' experience of schooling differs according to their ethnicity and of relevant associated sociological evidence and ideas. At the top of the band, answers may be well informed conceptually and/or empirically and/or theoretically about the extent to which pupil's experience of schooling differs according to their ethnicity. At this level answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. Candidates will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 5-7 The candidate displays knowledge and understanding of the view that pupils' experience of schooling differs according to their ethnicity and of associated sociological evidence and ideas. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. A broad generalised or partial knowledge of particular groups may be demonstrated. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4 The candidate displays some knowledge and understanding of the view that sociologists have pupils' experience of schooling differs according to their ethnicity and of some related sociological evidence and ideas. Answers without research or substantive examples should not be rewarded above this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2 The candidate displays an awareness of at least one aspect of the view that sociologists have pupils' experience of schooling differs according to their ethnicity and/or of one related concept, piece of evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

- 10-12 The candidate shows the ability to select and analyse data appropriate to the view that pupils' experience of schooling differs according to their ethnicity. A range of studies and/or empirical data that highlights the extent of ethnic differences in school experience or otherwise may be presented. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.

- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data appropriate to the view that pupils' experience of schooling differs according to their ethnicity. Relevant empirical examples will be presented but answers may be poorly organised with a loosely focussed interpretation of the evidence. There may be a range of evidence but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.
- 4-5 The candidate displays some ability to interpret different types of data appropriate to the view that pupils' experience of schooling differs according to their ethnicity. Answers at this level are likely to be accurate but primarily anecdotal with little theoretical and/or conceptual discussion evident.
- 1-3 The candidate displays limited ability to use at least one form of data appropriate to the view that pupils' experience of schooling differs according to their ethnicity.
- 0 No relevant interpretation and analysis.

AO2b Evaluation

- 8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations appropriate to the view that pupils' experience of schooling differs according to their ethnicity. There will be an argued case sustaining relevance and coherence and balance. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.
- 5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments appropriate to the view that pupils' experience of schooling differs according to their ethnicity. A clear argument in support of or against the view will be presented with a degree of balance but at a more superficial level than for the above band.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments appropriate to the view that pupils' experience of schooling differs according to their ethnicity. Some appropriate material will be presented by advancing a clear but one-sided and inadequately supported position.
- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that pupils' experience of schooling differs according to their ethnicity. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.
- 0 No relevant evaluation.

Sub-total [30]**TOTAL: [45]****8 (a) Identify and explain TWO features of any one youth subculture.****[15]**

This will require some creative thinking but there is a wealth of examples to draw upon. Expect to see an accurate description of deviant or spectacular youth sub-cultural style and behaviour which highlights the nature of their behaviour/appearance, argot, style etc and possible motivations behind it.

Reference may be made to any two features from the following:- e.g.:

- Traditional accounts of youth subcultures from the 1950's –1970's. e.g. Mods, Rockers, Hippies, Punks
- More contemporary examples e.g. Skaters, Nu-metal etc.
- The nature of the key defining characteristics must be highlighted e.g. Dress, attitudes, lifestyle etc.
- Some reference may be made to ethnic subcultures responding to social control in deviant ways reacting e.g. against police intimidation.
- Ideological commitment e.g. peace, anarchy,
- Any other reasonable response.

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two features of any one youth subculture and of relevant associated sociological ideas and concepts. The ways in which the above features affect attitudes outlook and behaviour may be explained and contextualised. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both features. At the bottom of the band this may be uneven and provided in depth for only one feature. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 9-12 The candidate displays knowledge and understanding of two features of any one youth subculture and associated sociological ideas and concepts. The candidate is likely to provide relevant substantive examples that illustrate some aspects of a youth subculture. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8 The candidate displays some knowledge and understanding of two features of any one youth subculture and of some sociological ideas and concepts. Some influences may be relevant but unsubstantiated. One feature fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-4 The candidate displays an awareness of at least one feature of any one youth subculture and/ or of one sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that youth subcultures are a form of resistance.

[30]

Candidates may approach this question from a number of angles. Expect to see more familiar CCCS material on post-war youth culture (e.g. Cohen Clarke, Hall etc). and a symbolic resistance to Capitalism. More microforms of resistance may refer to parents and social control, the school, the work ethic etc. Critical material may be employed to raise issues concerning the general shared experiences of all youth which may impact on subculture formation, (status frustration, less social responsibility, greater hedonism, parental/adult conflict, legal restrictions), the real extent of class, ethnic, and gender influences on youth identity against the traditional sociological view. Other contributing factors, in particular the media may be cited e.g. more recent (postmodernist) material may be presented e.g. Willis, Reimer, MacRobbie. Candidates should be able to discuss diversity of subcultural responses and to highlight other potential causal agents in relation to issues such as style and consumption, gender and ethnicity. In evaluation the extent to which youth subcultures are a conformist response to peer or media pressure and commercial interest may be discussed. There may be reference to studies of particular spectacular youth cultures, the influence of embourgeoisement, girls responses to increased social control, the need to positively assert ethnic identity in a racist society as well as more recent post-modern accounts which stress eclecticism, consumption and the meaning of style in a globalised media saturated context.

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that youth subcultures are a form of resistance and of relevant associated sociological evidence and ideas. At the top of the band, answers may be well informed conceptually and/or empirically and/or theoretically about a range of youth subcultures past and present and of the extent to which various factors have influenced the development of youth cultural styles. At this level answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. Candidates will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.
- 5-7 The candidate displays knowledge and understanding of the view that youth subcultures are a form of resistance and of associated sociological evidence and ideas. At the bottom of the band, the emphasis may be more anecdotal than empirical. Expect to see more of the traditional material loosely focussed on the question. A broad generalised or partial knowledge of particular youth may be demonstrated. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4 The candidate displays some knowledge and understanding of the view that youth subcultures are a form of resistance and of some related sociological evidence and ideas. Answers without research or substantive examples should not be rewarded above this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2 The candidate displays an awareness of at least one aspect of the view that youth subcultures are a form of resistance and/or of one related concept, piece of evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

- 10-12 The candidate shows the ability to select and analyse data appropriate to the view that youth subcultures are a form of resistance. A range of studies and/or empirical data, which highlight the extent, to which class or other social influences are significant may be presented. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data appropriate to the view that youth subcultures are a form of resistance. Relevant empirical examples will be presented but answers may be poorly organised with a loosely focussed interpretation of the extent to which youth subcultures are a form of resistance. There may be a range of evidence but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.
- 4-5 The candidate displays some ability to interpret different types of data appropriate to the view that youth subcultures are a form of resistance. Answers at this level are likely to be accurate but primarily anecdotal with little theoretical and/or conceptual discussion evident.
- 1-3 The candidate displays limited ability to use at least one form of data appropriate to the view that youth subcultures are a form of resistance.
- 0 No relevant interpretation and analysis.

AO2b Evaluation

- 8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations appropriate to the view that youth subcultures are a form of resistance. There will be an argued case sustaining relevance and coherence and balance. This may take the form of arguing in favour of the view but interrogating the various positions e.g. whether racism among skinheads is structurally motivated or by emphasising the extent of other factors such as gender, ethnicity or the mass media. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.
- 5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments appropriate to the view that youth subcultures are a form of resistance. A clear argument in support of or against the view will be presented with a degree of balance but at a more superficial level than for the above band.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments appropriate to the view that youth subcultures are a form of resistance. Some appropriate material will be presented by advancing a clear but one-sided and inadequately supported position.

- 1-2 The candidate is aware of at least one issue involved in the evaluation of the view that youth subcultures are a form of resistance. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.
- 0 No relevant evaluation.

Sub-total [30]

TOTAL: [45]

ASSESSMENT MATRIX: ADVANCED SUBSIDIARY

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
Levels of Achievement	Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation
4	The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations.
3	The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select from and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.
2	The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially	The candidate will display some ability to interpret different types of data.	The candidate will show the ability to make a basic evaluation of evidence and argument.

	<p>addresses the question. There may be some errors of grammar, punctuation and spelling.</p>		
1	<p>The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	<p>The candidate will display limited ability to respond to data.</p>	<p>The candidate will be aware of at least one issue involved in evaluation.</p>

**Mark Scheme 2534
June 2005**

Question Paper
June 2005

Study Item A and Item B carefully, then answer all parts of the question (a) to (d).

You should spend approximately 30 minutes answering parts (a) to (c) and approximately 30 minutes answering part (d)

ITEM A

2,293 people were asked what actions they would take if Parliament were considering bringing in a really unjust law and the same group were asked what actions they had actually ever taken.

A chart has been removed due to third party copyright restrictions

Details: A chart showing the percentage of respondents saying they would be or had been involved in different types of political activity

ITEM B

You have been asked to consider a research design in terms of its reliability, validity, representativeness and generalisability. The research is about investigating the problems faced by homeless people with the aim of developing policies to help them. The design consists of:

- Contacting a regional branch of the *Big Issue** to gain permission to carry out research into the lives of its sellers;
- Issuing structured questionnaires to sellers the *Big Issue** in one given week to ask them about various health and social issues;
- Carrying out a period of participant observation with homeless people to gain an insight into their problems;
- Carrying out semi-structured interviews with volunteer workers from a charity which provides practical help and support to the homeless.

Note

* The *Big Issue* is a registered charity which gives homeless people an opportunity to make an income by selling copies of their magazine.

Questions

(a) Briefly explain the meaning of the term 'ethics' [6]

AO1 Knowledge and Understanding (inc. Presentation and Communication)

In addition to a stated definition, relevant knowledge and understanding may refer to at least one of the following:

- *The moral issues and dilemmas that sociologists face when undertaking and writing up their research.*
- *Examples of 'good practice', such as the ethical guidelines issues by the BSA – e.g. harm, consent, deception, privacy/confidentiality.*
- *Examples of ethical dilemmas faced by sociologists and a discussion of those research methods/topic areas which may raise ethical concerns; e.g. Participant observation; criminal activity etc.*

4-6 At the top of this band, responses display a range of knowledge and understanding of the concept 'ethics' and responses will directly address the question. Expect to see a clear and accurate definition. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept and there will be a sense of the core meaning in terms of moral issues/guidelines in relation to the research process. There may be some errors of grammar, punctuation and spelling.

1-3 At the top of this band, knowledge and understanding of the term ethics will be partial and/or insufficient. Answers at the bottom of this band will display an awareness of one aspect of the term 'ethics'. Responses will and almost certainly include irrelevant material. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points

(b) Using Item A, identify two main differences between people saying they would take part in political activity compared to people saying that they had. [8]

AO2a Interpretation and Analysis

- *Whereas 50 % of respondents said they would contact their MP, only 16% actually had, which is over two-thirds less.*
- *Where as 7% said they would do none of the actions stated, in reality nearly half of respondents (47%) said they had done none of these.*
- *In all types of political activity, the percentage of respondents saying they 'would' do something is much more than the percentage saying they had, showing a marked difference between people's ideals/intentions and their real actions. (Expect to see some statistical support in the form of examples).*

7-8 Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main differences. Award full marks to responses that clearly identify any of the **two** points listed above.

Candidates who identify the two main differences and include the scale of difference should be located at the top of this band. Candidates who identify two main differences but slightly lack clarity should be located at the bottom of this band.

5-6 Answers will show the ability to select and analyse the data in **Item A** in order to clearly identify at **two** main variations. Interpretation may be comparative but descriptive in tone. The second difference may be less clearly expressed.

3-4 Answers will display some ability to interpret the data in **Item A**. Responses in this band will identify only one main difference without any accurate reference to a second. At the bottom of this band answers may begin to describe rather than interpret the data.

1-2 Answers will display a limited ability to interpret the data in **Item A**. There will be a tendency to indiscriminately describe the data rather than answer the question. Award one mark for responses which identify one main difference but where analysis/interpretation is weak.

0 No relevant points

(c) Using Item B, identify and explain two strengths of the research design.[16]**Strengths**

- *Targeting the research population through the Big Issue – will aid validity as all respondents will meet the criteria (i.e. homelessness) and may help overcome potential ethical issues.*
- *Advantages of using structured questionnaires about health and social issues.*
- *Strengths of participant observation in this context.*
- *Strengths of using semi-structured interviews*
- *Strengths of using triangulation*
- *Any other reasonable response.*

AO1 Knowledge and Understanding (inc. Presentation and Understanding)

- Knowledge & understanding of a key concept
- Explanation of both strengths

7-8 The candidate will display a range of knowledge and understanding. Responses will correctly identify two strengths of the research design and will offer a full explanation for each. In this band, candidates are expected to make accurate references to at least one of the basic concepts of research design for each stated strength. At the bottom of the band, explanation for one strength will be less developed. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

5-6 Responses will display some knowledge and understanding. They will identify two strengths of the research design, but their explanation will lack depth and detail. References to basic concepts in research design may be left implicit and / or partial. The candidate may focus on:

- One strength in an accurate, clear and conceptually detailed fashion but references to another strength may be under-developed.
- Two strengths but both underdeveloped but including partial knowledge and understanding of key concepts.

The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, punctuation and grammar.

3-4 Responses will demonstrate basic knowledge and understanding. They will either:

- Identify only one strength, explaining it fully.
- Identify two strengths, but explanation will be partial and will probably not include any accurate reference to the basic concepts.

The candidate will present material which partially addresses the question. There may be some errors of spelling, punctuation and grammar.

1-2 Answers will demonstrate only a limited knowledge and understanding. They

will either:

- identify two strengths without any explanation.
- Identify one strength with partial explanation.
- At the bottom of this band, answers will include only one strength without any explanation.

The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points

AO2 (a) Interpretation and Analysis

- **Ability to accurately interpret and analyse with reference to the context.**
- **Ability to show the effects of the strength on the stated research aim(s).**

7-8 Responses display the ability to select appropriate elements from the research design for analysis. At the top of this band, responses will clearly and accurately explain *how* each feature of the research design could be regarded as a strength in relation to the given context and the aims of the research. At the bottom of this band, answers will be less developed for one of the stated strengths.

5-6 Responses display the ability to select **two** issues relating to strengths of the research design but analysis of these may be partial and lacking in depth and detail in terms of explaining how the strength affects the research aims. At the bottom of this band, one strength or one weakness may not be contextualised.

3-4 Responses display a basic ability to select and analyse by either:

- Selecting two strengths but analysis is generalised.
- Selecting only one strength with full analysis.
- At the bottom of this band, responses will select one strength or weakness of the research design and analyse it partially.

1-2 Responses display a limited ability to select from appropriate elements of the research design by either:

- Selecting one strength and one weakness with no analysis.
- Selecting either one strength or one weakness with partial analysis.
- At the bottom of this band, responses will select one strength or weakness without any analysis.

The candidate will correctly select one strength but will leave this completely unexplained.

No relevant points

(d) Outline and assess one sociological research method of collecting information about young people's experiences of going on a protest / demonstration. [30]

The most appropriate methods for this research are:

- Questionnaires
- Interviews
- Participant observation
- Any other reasonable method

Discussion of the research process is likely to select from the following:

- Sample size
- Access to a sample of young people who are members of pressure groups
- Sampling method
- Response rates
- Operationalisation of key concepts (young people, experiences, protests/demonstrations).
- Ethical considerations
- The relationship between the researcher and those being researched

Knowledge and understanding of key research concepts should focus on one or more of the following:

- Validity of the method
- Reliability of the method
- Representativeness & Generalisability of the sample

AO1 Knowledge and Understanding (inc. Presentation and Communication)

15-18 Answers display a range of knowledge and understanding of a research method by identifying and outlining an appropriate method of data collection. There should be a clear link established between the data collection technique and the context of the research i.e. the experiences of young people who protest. Answers that build their responses around the context will be a hallmark of those located at the top of this band. Responses should demonstrate knowledge and understanding of the key research concepts and how their chosen method relates to the wider research process. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

10-14 Answers display some knowledge and understanding of one research method. Candidates who display a sound technical knowledge of the research method and concepts but who do not contextualise their responses may be placed at the top of this band. Candidates who focus on the context of the research design in a detailed, confident and accurate way but do not explicitly focus on one method may also be placed in this band. The candidate will present material in a way which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

5-9 Answers display basic knowledge and understanding of one research

method. The hallmark of answers in this band will be generalised accounts of research methods with partial and/or confused reference to one or two concepts. At the bottom of this band, candidates are unlikely to make any accurate reference to the key concepts. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-4 Responses in this band will demonstrate a limited awareness of one method of data collection. At the bottom of this band there is likely to be a weak description of a single method. Any knowledge and understanding of the key concepts will be weak and inaccurate. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points

AO2b Evaluation

Evaluative discussion is likely to focus on the following:

- *Strengths and weaknesses of the method*
- *Evaluation in terms of the basic research concepts*
- *Triangulation*
- *Ethical issues*

10-12 Answers will evaluate a variety of the features of their chosen method of data collection. Responses at the top of this band will develop a sustained assessment of the method in relation to the specific task. At the bottom of this band, responses may express a judgment on the effectiveness of their chosen methods of data collection in relation to the key research concepts but may lack sustained contextualisation. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.

7-9 Answers identify and develop some evaluation in relation to the key concepts. At the top of this band, answers will evaluate the method using key concepts in a sustained way, but do not contextualize their response, or evaluation is contextualized well but not sustained throughout. . At the bottom of this band there may be a tendency towards generalised commentary.

4-6 Answers offer a basic evaluation on a narrow range of predominantly practical issues related to general issues of data collection. Commentary will probably not be related to the research concepts. Typically this may be a short list of potential strengths and weaknesses left undeveloped and disconnected to the specific research task or evaluation may be focused purely on the strengths of the method.

1-3 Answers offer one or two comments, which relate to the chosen method of data collection. At this level the commentary will be limited and probably related to general issues of collecting data.

0 No relevant points.

TOTAL [60 MARKS]

Marking grid for part c questions: 2534

AO1 Marks		Example of a response		AO2 Marks
1	Identify a strength	One strength is carrying out a period of participant observation with homeless people.	Identify a relevant strength	1
1	Explain the strength	This is strength because you are putting yourself into the position of the homeless person to really gain an insight into their problems from their own perspective. You can see what issues they are faced with on a daily basis, and how the public react to them.	Explain the strength	1
2	Explain the strength using a key concept (1 mark if partial; for example, if the concept is stated but not explained).	Participant observation is high in validity (1 mark). This is because it shows a true picture of the problems of homeless people . Also, if the researcher gains a real understanding of what it is like to be homeless, they are more likely to develop policies which will directly address their problems and needs.	Refer to the context Refer to the aims of the research.	1 1

NB – This is for one strength. You will need to repeat this for the second strength. You could record your marks like this:

	Strength 1	Strength 2
AO1	4	2
AO2	3	2

**Mark Scheme 2536
June 2005**

1. Outline and assess Marxist explanations of crime and deviance.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Hall; Taylor; Walton and Young; Pearce; Liazos; Chambliss; Box; Hall; Gilroy, Bonger; Snider; Gordon; Jones.

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide-ranging and detailed knowledge and understanding of theories, evidence and concepts related to Marxist explanations of crime and deviance. There will be a clear understanding of Marxist theories. Issues will be discussed such as the role and nature of the state, crimes of the powerful, criminalisation and control, the role and nature of policing, the significance of moral panics, law creation and enforcement.

Expect to see responses in this band using concepts such as alienation, white collar crime, moral panics, scapegoats, repressive state apparatus, hegemony, resistance, subculture etc. with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories relevant to Marxist explanations of crime and deviance.

Accurate references to Marxist explanations will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of crime and deviance. Responses in this band are likely to provide a rather basic account of Marxist explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to Marxist explanations of crime and deviance. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. general discussion of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of Marxist explanations of crime and deviance. This may focus on traditional and neo-Marxist accounts of crime and deviance and issues such as the enforcement and creation of laws, the nature and role of policing, the importance of working-class culture, the significance of white collar and corporate crime, the role of the State and the media, the importance of moral panics, etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of Marxist explanations of crime and deviance. Responses in this band will either be narrowly focussed on one issue eg. the role and nature of policing or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of Marxist explanations of crime and deviance. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant to Marxist explanations of crime and deviance. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points

A02 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the limitations of Marxist explanations, whether the Marxist approach is romanticising working class crime, the extent to which the law only represents the interests of the powerful, the deterministic nature of some Marxist explanations, the ideological basis of Marxist theorising etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about Marxist explanations or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

2. Outline and assess the different ways of measuring crime.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Becker; Box; BCS; Wiles; Mars; Pearce; Graham and Bowling; Chambliss; Cicourel; Sutherland; Campbell; Young; Maguire; Holdaway; Pearson; Mayhew; Whitaker; Reiner.

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories, related to the different ways of measuring crime. There will be accurate references to at least two ways of measuring crime. Issues will be discussed such as the official statistics on crime, the dark figure of crime, the social profile of offenders, the impact of policing, victim studies, self report studies etc.

Expect to see responses in this band using concepts such as the official statistics, self report studies, victimisation studies, reliability, representitiveness, validity, stereotyping, with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to different ways of measuring crime.

Accurate references to at least one way of measuring crime will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to different ways of measuring crime. Responses in this band are likely to provide a rather basic account of different ways of measuring crime through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to different ways of measuring crime. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about why crime is committed. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of the different ways of measuring crime. This may focus on a number of theories and issues e.g. theoretical critiques of the official statistics on crime, improved understanding of the social profile of offenders, the critique of policing policy and procedures, the neglect of female offenders etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of different ways of measuring crime. Responses in this band will either be narrowly focussed on one issue eg. critiques of the official statistics; or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of different ways of measuring crime. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of different ways of measuring crime. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the limitations of the different ways of measuring crime, the impact on theory, the over-concentration on youth crime and deviance, critiques of the official statistics in comparison with self-report studies or victim studies, the extent to which sociological understanding of crime and deviance has been improved by different ways of measuring crime.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about different ways of measuring crime by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

3. Outline and assess sociological explanations of gender differences in educational achievement.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Spender; Stanworth; French; Mahony; Mitsos and Browne; Willis; Wragg; Colley; Kelly; Sharpe; Mac an Ghail; Mirza; Fuller; Abraham; Weiner; Arnot and David; Epstein; Francis..

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations gender of differences in educational achievement. There will be a clear understanding of theories such as feminism and interactionism. Issues will be discussed such as labelling and teacher expectations, the changing nature of the labour market, feminisation of teaching, anti-school subcultures, social class and masculinity, equal opportunity policies etc.

Expect to see responses in this band using concepts such as socialisation, labelling, self-fulfilling prophecy, crisis of masculinity, anti-school culture, stereotyping with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of gender differences in educational achievement.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of gender differences in education achievement. Responses in this band are likely to provide a rather basic account of gender differences in educational achievement through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to sociological explanations of gender differences in educational achievement. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of explanations of gender differences in educational achievement. This may focus on a number of theories and issues such as the significance of gender role socialisation, classroom interaction, the impact of equal opportunities policies, changes in the curriculum and assessment methods, the changing nature of the labour market, sub cultural responses, the 'crisis' of masculinity etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of gender differences in educational achievement. Responses in this band will either be narrowly focussed on one issue eg. males and 'underachievement' or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of sociological explanations of gender differences in educational achievement. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of sociological explanations of gender differences in educational achievement. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of theoretical perspectives, the extent to which gender is significant, the empirical support for concepts such as the crisis of masculinity, the contradictory nature of educational policies etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about sociological explanations of gender differences in educational achievement by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

4. Outline and assess sociological explanations of the relationship between schooling, employment and the economy.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Davis and Moore; Bowles and Gintis; Halsey; Tumin; Chubb and Moe; Finn; Cohen; Brown and Lauder; Johnson.

AO1 Knowledge and understanding [0-28 marks]

22-28 marks

Demonstrates wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of the relationship between schooling, employment and the economy. There will be a clear understanding of theories such as Marxism, feminism, functionalism, new right approaches. Issues will be discussed such as the selection function in education, the relationship between education and the world of work, education and value consensus, the significance of new vocationalism, the nature of the hidden curriculum, the impact of educational policy.

Expect to see responses in this band using concepts such as equality of opportunity, meritocracy, ideology, hegemony, correspondence principle, marketisation, new vocationalism, hidden curriculum etc with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of the relationship between schooling, employment and the economy.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related sociological explanations of the relationship between schooling, employment and the economy. Responses in this band are likely to provide a rather basic account of sociological explanations of the relationship between schooling, employment and the economy through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to sociological explanations of the relationship between schooling, employment and the economy. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. general discussion about educational achievement.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of sociological explanations of the relationship between schooling, employment and the economy. This will focus on theories such as Marxism, functionalism, new right, feminism. Issues such as the role of the hidden curriculum, the importance of new vocationalism, the significance of educational policies, the selection function of education will be discussed.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of the relationship between schooling, employment and the economy. Responses in this band will either be narrowly focussed on one issue eg. new vocationalism or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of sociological explanations of the relationship between schooling, employment and the economy. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of sociological explanations of the relationship between schooling, employment and the economy. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 mark**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of theoretical perspectives, the extent to which the educational system is meritocratic, the empirical support for concepts such as the hidden curriculum, the contradictory nature of educational policies, etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about sociological explanations of the relationship between schooling, employment and the economy by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

5. Outline and assess sociological explanations of social class differences in morbidity and mortality.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Townsend; Whitehead; Marmot; Meadows; MacIntyre; Black report; Health Divide; Acheson; Doyal and Pennell; Wilkinson; Scambler; Martin.

AO1 Knowledge and understanding [0-28 marks]

22-28 marks

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations for social class differences in morbidity and mortality. There will be a clear understanding of explanations such as social constructionist, social selection, materialist/structuralist, cultural/behavioural, artefact approaches. Issues will be discussed such as changes in the occupational structure, social mobility and illness, behavioural habits e.g. diet, material and social circumstances, poverty, the use of the health services etc. There will be a clear understanding of the concepts morbidity and mortality.

Expect to see responses in this band using concepts such as social artefact, stereotyping, morbidity, mortality etc with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of social class differences in morbidity and mortality.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of social class differences in morbidity and mortality. Responses in this band are likely to provide a rather basic account of explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to sociological explanations of social class differences in morbidity and mortality. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about social class. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of sociological explanations for social class differences in mortality and morbidity. This will focus on a range of explanations and discuss issues such as poverty, changes in the occupational structure, material factors, cultural/behavioural issues e.g. diet, the use of the health services.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of social class differences in morbidity and mortality. Responses in this band will either be narrowly focussed on one issue eg. behavioural habits or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of sociological explanations of social class differences in morbidity and mortality. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of sociological explanations of social class differences in morbidity and mortality. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the difficulties of measuring social class over time, inadequacies of any one explanation in isolation, difficulties in measuring morbidity, material/structural factors in behavioural 'choices', the greater significance of other differences e.g. gender, region, etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about sociological explanations of social class differences in morbidity and mortality by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

6. Outline and assess the view that social control is an important function of the medical professions.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Parsons; Hart; Friedson; Cartwright; Goffman; Szasz; Oakley; Turner; Foucault; Ehrenreich and English; Illich.

AO1 Knowledge and understanding [0-28 marks]

22-28 marks

Demonstrates a wide-ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that social control is an important function of the medical professions. There will be a clear understanding of theories such as functionalism, Marxism, feminism, interactionism. Issues will be discussed such as the changing role of the medical professions, labelling and the social construction of illness, discipline, discourse and social control, the development of the biomedical model, doctor – patient relationships etc.

Expect to see responses in this band using concepts such as professionalisation, the sick role, medicalisation of deviance, mortification of self, biomedical model, morbidity etc with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to the view that social control is an important function of the medical professions.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to the view that social control is an important function of the medical professions. Responses in this band are likely to provide a rather basic account of the view that social control is an important function of the medical professions through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the view that social control is an important function of the medical professions. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about the health service. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of the view that social control is an important function of the medical profession. This will focus on a number of theories and discuss issues such as measuring health and illness, doctor–patient relationships, the labelling of ‘deviant’ behaviour, the significance of the sick role, the professionalisation of medicine, medical treatments etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that social control is an important function of the medical professions. Responses in this band will either be narrowly focussed on one issue eg. the biomedical model or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of the view that social control is an important function of the medical professions. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of the view that social control is an important function of the medical professions. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the social construction of definitions of health and illness, labelling as social control, other functions of the medical professions being more significant, critiques of the concept of the sick role, the development of complimentary medicine, resistance to medical treatments etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the view that social control is an important function of the medical professions by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

7. Outline and assess the view that popular culture creates youth identities.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Crook; Strinati; Taylor; Hebdige; Frith; Hall and Jefferson; McRobbie; CCCS; Cohen; Hebdige; Grossberg; Pakulski and Waters; Bauman; Bradley.

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that popular culture creates youth identities. There will be a clear understanding of theories such as Marxism, postmodernism, Feminism. Issues will be discussed such as changes in popular culture, the nature of individual and social identity, the changing nature of the occupational structure, the importance of globalisation, the significance of style and resistance, the changing nature of communities, the role of the media in the construction of identities.

Expect to see responses in this band using concepts such as popular culture, social class, style, resistance, commodification, identity, globalisation scene, with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to the view that popular culture creates youth identities.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to the view that popular culture creates youth identities. Responses in this band are likely to provide a rather basic account of the view that popular culture creates youth identities through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the view that popular culture creates youth identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about culture. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]

13-16 marks

Selects and organises relevant material to provide a clear analysis of the view that popular culture creates youth identities. They will focus on a number of explanations and discuss issues such as the changing nature of popular culture, social class differences in leisure activities, fashion etc, changes from modern to post-modern society, the nature of identity, changes in communities and the labour market, the significance of globalisation, the role of the media etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that popular culture creates youth identities. Responses in this band will either be narrowly focussed on one issue eg. the role of the media and/or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of the view that popular culture creates youth identities. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of the view that popular culture creates youth identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning conflicting trends in globalisation, whether popular culture is still significant, whether gender and/or ethnicity are more significant in the construction of identities, the abstract nature of theorising the construction of identities etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the view that popular culture creates youth identities by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

8. Outline and assess postmodernist views on the importance of popular culture.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Crook; Pakulski and Waters; Strinati; McRobbie; Bauman; Bandrillard; Hall; Bradley; Jenkins; Willis; Gilroy.

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to postmodernist views on the importance of popular culture. There will be a clear understanding of postmodernism and the concept of popular culture. Issues will be discussed such as the changing nature of popular culture, differences between popular culture and other concepts of culture e.g. high culture, sources of identity, the characteristics of modernism and postmodernism, the impact of globalisation etc.

Expect to see responses in this band using concepts such as popular culture, differentiation, style, resistance, rationalisation, identity, commodification, hyper commodification, hyper rationalisation, meta-narratives, globalisation etc with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to postmodernist views on the importance of popular culture.

Accurate references to postmodernist views will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to postmodernist views on the importance of popular culture. Responses in this band are likely to provide a rather basic account of post-modernist views through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to postmodernist views on the importance of popular culture. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about popular culture unrelated to postmodernism. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of postmodernist views on the importance of popular culture. This will focus on postmodernism and discuss issues such as the change from modern to post-modern societies, the characteristics of post modernity, the distinctions between popular culture and other forms of culture, the nature of identity, the significance of globalisation etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of postmodernist views on the importance of popular culture. Responses in this band will either be narrowly focussed on one issue eg. the role and the significance of globalisation and its relationship to popular culture or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of postmodernist views on the importance of popular culture. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of postmodernist views on the importance of popular culture. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning inadequacies of postmodernist accounts, the difficulties in distinguishing between modernity and post modernity, conflicting trends in globalisation, continuities in capitalism, critiques of postmodernist views from other perspectives e.g. Marxism, Feminism etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about postmodernist views on the importance of popular culture by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

9. Outline and assess the view that changes in welfare provision since 1979 have led to greater social inequalities.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Hutton; Giddens; Townsend; Lister; Offe; Ginsberg; Walker; Blakemore; Barrett; Le Grand; Field.

AO1 Knowledge and understanding [0-28 marks]

22-28 marks

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that changes in welfare provision since 1979 have led to greater social inequalities. There will be a clear understanding of theories relating to welfare provision such as social democratic, feminism, Marxism, new right explanations. Issues will be discussed such as the nature of changes in provision since 1979, the culture of dependency, the shift towards welfare pluralism, the impact of political ideology on welfare provision, the significance of the economic context, the nature of inequality in society etc.

Expect to see responses in this band using concepts such as collectivism, individualism, Thatcherism, underclass, selective and universal provision, rights and responsibilities, dependency culture, welfare pluralism, social exclusion etc. with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to the view that changes in welfare provision since 1979 have led to greater social inequalities.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to the view that changes in welfare provision since 1979 have led to greater social inequalities. Responses in this band are likely to provide a rather basic account of Marxist explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the view that changes in welfare provision since 1979 have led to greater social inequalities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about welfare provision. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]

13-16 marks

Selects and organises relevant material to provide a clear analysis of the impact of changes in welfare provision since 1979 on social inequalities in society. This will focus on a number of theories and issues such as ideologies of the welfare state, the changing political and economic context, the impact of Thatcherism, the consequences for service users in relation to changes in provision, the impact of welfare pluralism etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that changes in welfare provision since 1979 have led to greater social inequalities. Responses in this band will either be narrowly focussed on one issue eg. the growth of an 'underclass' or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of the view that changes in welfare provision since 1979 have led to greater social inequalities. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of the view that changes in welfare provision since 1979 have led to greater social inequalities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the inadequacies of different theoretical positions, the unintended consequences of service delivery, contradictions in changes in welfare provision, the greater significance of other factors upon social inequalities in society e.g. the economy, etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the view that changes in welfare provision since 1979 have led to greater social inequalities by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

10. Outline and assess the view that the welfare state is an instrument of social control.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Szasz; Scheff; Foucault; Goffman; Becker; Oakley; Miliband; Land; Mandel; O'Connor; Offe; Barrett; Ginsberg; Gough.

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that the welfare state is designed as an instrument of social control. There will be a clear understanding of theories such as Marxism, feminism, social democratic. Issues will be discussed such as the function of welfare in discipline and control of 'deviant' groups, the nature of social security, the patriarchal nature of the welfare state, the organisation of welfare provision etc.

Expect to see responses in this band using concepts such as patriarchy, underclass, ideology, collectivism, rights, responsibilities, citizenship, social exclusion, institutionalisation, with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to the view that the welfare state is an instrument of social control.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories related to the view that the welfare state is an instrument of social control. Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the view that the welfare state is an instrument of social control. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g the history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of the view that the welfare state is an instrument of social control. This may focus on a number of issues such as how specific welfare provision controls behaviour e.g. benefits relating to unemployment, the relative significance of 'rights' and 'responsibilities', the development of welfare bureaucracy, the role of institutions etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects the view that the welfare state is an instrument of social control. Responses in this band will either be narrowly focussed on one issue e.g. the patriarchal nature of the welfare state or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of the view that the welfare state is an instrument of social control. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant to the view that the welfare state is an instrument of social control. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the contradictory nature of welfare policies, the supporting evidence for different theoretical positions, empirical evidence regarding welfare policies etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the view that the welfare state is an instrument of social control by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

11. Outline and assess explanations of the relationship between deprivation and political action.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Klein; Hallsworth; Scott; Giddens; Beck; Habermas; Gilroy; Marcuse; Beynon; Coxall; Campbell; Kundnani.

AO1 Knowledge and understanding [0-28 marks]

22-28 marks

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to explanations of the relationship between deprivation and political action. There will be a clear understanding of theories such as Marxism, feminism, left realism and of the concept of political action. Issues will be discussed such as urban decline and urban renewal, the nature of material and social deprivation, the growth of poverty, relative deprivation and marginalisation, social exclusion, the decline of support for and membership of political parties, the significance of direct action e.g. riots.

Expect to see responses in this band using concepts such as marginalisation, racism, relative deprivation, unemployment, direct action, resistance, social exclusion, underclass, with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to explanations of the relationship between deprivation and political action.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to explanations of the relationship between deprivation and political action. Responses in this band are likely to provide a rather basic account of explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to explanations of the relationship between deprivation and political action. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. general discussion about deprivation unrelated to political action. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of explanations of the relationship between deprivation and political action. This will focus on several explanations and issues such as social exclusion, racial discrimination, institutional racism, relative deprivation and marginalisation, the significance of economic factors e.g. unemployment and poverty, the decline of support for and membership of mainstream political parties.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of explanations of the relationship between deprivation and political action. Responses in this band will either be narrowly focussed on one issue eg. youth and direct action or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of explanations of the relationship between deprivation and political action. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant to explanations of the relationship between deprivation and political action. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]**13-16 marks**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacies of theoretical explanations, continuities of political action over time e.g. the history of urban riots, the lack of empirical evidence for the relationship between deprivation and particular types of political action etc.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about explanations of the relationship between deprivation and political action by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

12. Outline and assess the impact of globalisation on the growth of new social movements.

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Held; Giddens; Beck; Klein; Hirst; Castells; Hearley; Woods; Cochrane and Pain; Ritzer; Hetherington; Melucci; Marcuse.

AO1 Knowledge and understanding [0-28 marks]**22-28 marks**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the impact of globalisation on the growth of new social movements. There will be a clear understanding of theories of new social movements such as Marxism, Weberianism, feminism and postmodernism and of the concept of globalisation. Issues will be discussed such as the nature of new social movements, the distinction between old and new social movements, the impact of globalisation, the nature of social and personal identity, changes in the social, political and economic context.

Expect to see responses in this band using concepts such as old social movements, new social movements, identity, globalisation, culture, ideology, resistance, direct action, with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21 marks

Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to the impact of the globalisation on the growth of new social movements.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14 marks

Demonstrates basic knowledge and understanding of concepts, evidence and/or theories related to the impact of globalisation on the growth of new social movements. Responses in this band are likely to provide a rather basic account of the impact of globalisation on the growth of new social movements through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7 marks

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the impact of globalisation on the growth of new social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg. a general discussion about new social movements unrelated to globalisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant sociological points.

AO2 (a) Interpretation and analysis [0-16 marks]

13-16 marks

Selects and organises relevant material to provide a clear analysis of the impact of globalisation on the growth of new social movements. This will focus on a number of theories and issues such as explanations for the growth of new social movements, the distinction between old and new social movements, theories relating to globalisation, the impact of globalisation on culture and/or identity, the changing social, economic and political context, the impact of the mass media etc.

Responses in this band will clearly address the question set.

9-12 marks

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the impact of globalisation on the growth of new social movements. Responses in this band will either be narrowly focussed on one issue eg. globalisation and the role of the media or offer a less developed analysis of a range of issues.

5-8 marks

Selects some relevant material to provide a basic analysis of the impact of globalisation of the growth of new social movements. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4 marks

Refers to and makes a limited interpretation of at least one appropriate point relevant of the impact of globalisation on the growth of new social movements. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 marks

No relevant sociological points.

AO2 (b) Evaluation [0-16 marks]

13-16 marks

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of theories relating to globalisation, whether old social movements and new social movements differ significantly, whether new social movements are growing, whether new social movements are influenced more by other factors e.g. the search for identity etc., the role of new communications technology.

9-12 marks

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the impact of globalisation on the growth of new social movements by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8 marks

Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

1-4 marks

Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

0 marks

No relevant evaluative points.

Mark Scheme 2537
June 2005

General Marking Guidelines

- This mark scheme should be used in conjunction with the A2 Assessment Matrix, which underpins all A2 mark schemes to ensure consistency of standard between A2 units. The matrix gives a general indication of the qualities examiners are seeking in A2 answers across the full range of achievement, in relation to the assessment objectives of the specification. The mark scheme for each unit gives more detailed guidance on the possible responses to each question.
- Marking must be positive. Candidates should not be penalised for errors or inaccuracies. Credit should be given where candidates take an unusual approach, not covered by the mark scheme, which is judged to be a valid alternative response. The Assessment Matrix should be used to mark such answers. Please consult your Team Leader, if necessary, for further guidance.
- Marks for quality of written communication are embedded within the marks for Assessment Objective 1, Knowledge and Understanding, as required by the *Subject Criteria for Sociology (QCA, 1999)*. Answers to all questions should be written in continuous prose, and will be assessed according to clarity of expression and presentation, taking account of grammar, punctuation and spelling.
- Examiners are reminded it is good assessment practice to use the whole mark range in order to differentiate between candidates. Full marks should be awarded for responses which are the best that can be reasonably expected of an Advanced GCE candidate who has completed nearly two years of study and is writing to time in examination conditions.

- (a) Using only Item A, identify two reasons why sociologists might question the validity of research findings on attitudes of young people to reducing the voting age.
[6]

Reward answers which refer to two of the following:

- (i) *Early school leavers were not included in the survey.*
- (ii) *The influence of pupils on each other's responses as a result of where the questionnaires were completed*
- (iii) *Questionnaires tend to be structured and therefore do not allow ideas to be developed*
- (iv) *Any other relevant point*

NB Award one mark if the point re self-interest is clearly linked to validity

AO2(a) Interpretation and Analysis [0-6 marks]

- 4-6 The candidate shows the ability to clearly identify two reasons why sociologists might question the validity of the findings.

At the top of this level both reasons will be clearly identified and explained

At the bottom of this level two reasons will be accurately identified but only partially explained or one reason will be accurately identified and explained and the other will be less clear.

- 1-3 The candidate displays some ability to identify reasons why sociologists might question the validity of research findings on young people's attitudes to reducing the voting age.

At the top of this level only one problem is identified accurately with an explanation or two reasons are given but neither explained in relation to validity.

At the bottom of this level, answers will be limited. There may be some inaccuracy and validity may be implicit.

- 0 No Relevant Sociological Points (NRSP)

N.B. Candidates who introduce reasons from outside the Item should not be rewarded for this material

- (b) Identify and explain two reasons why some sociologists use quantitative data

[8]

Reasons might include two of the following:

- (i) *Positivist sociologists seek quantitative data*
- (ii) *To look for patterns and trends*
- (iii) *To make comparisons over time*
- (iv) *To obtain objective data or value free data*
- (v) *To help identify relationships*
- (vi) *It is easier to analyse*
- (vii) *Can do larger studies which could link to the sample being possibly representative of the population being studied, therefore safer generalisation can be made*
- (viii) *They seek data that could be said to be reliable*
- (ix) *Any other reasonable response*

AO1 Knowledge and Understanding [0-8 marks]

- 7-8 The candidate clearly shows wide ranging and detailed knowledge and understanding of two reasons why some sociologists seek quantitative data.

The candidate clearly presents material so that it addresses the context of quantitative data.

There will be few if any errors of grammar, punctuation or spelling.

- 5-6 The candidate displays knowledge and understanding of why some sociologists seek quantitative data.

Candidates will present two reasons but one may be less developed than the other

The candidate presents material so that it addresses the context of quantitative data

There may be occasional errors of grammar, punctuation or spelling.

- 3-4 The candidate displays basic knowledge and understanding of why some sociologists seek quantitative data

At the top of this level candidates may give two reasons, both partially developed.

Candidates who only present one reason should not be awarded above this level.

- 1-2 The candidate will display limited knowledge and understanding why some sociologists seek quantitative data

Errors of grammar, punctuation and spelling may be noticeable and distracting.

- 0 No Relevant Sociological Points (NRSP)

- (c) Summarise what the findings of the research in Item A tell us about attitudes of young people. [10]

Candidates may include the following:

- (i) Differences between the different ages of respondents*
- (ii) Preferred age of voting by age range of respondents*
- (iii) Majority response was 16 years as the preferred voting age*
- (iv) Reduction of voting age*
- (v) Any other relevant points.*

Expect to see terms such as high, low, greatest, least, in comparison, similarities, differences, patterns, trends and so on.

Points should be supported by relevant statistical evidence

AO2(a) Interpretation and Analysis [0-10 marks]

- 8-10 The candidate clearly shows the ability to select from and summarise what the data identified in the source, ITEM A, tells us about young people's attitudes to voting ages in a detailed and accurate fashion. Candidates should support their points with reference to accurate statistical data.
- 6-7 The candidate will show the ability to select from and analyse what a range of the findings identified in the source, ITEM A, tells us about young people's attitudes to voting ages, in an accurate fashion. Responses in this level will be partially supported by accurate evidence from the Item.
- 4-5 The candidate shows basic ability to select and summarise what the data identified in the source, ITEM A, tells us about young people's attitudes to voting ages. Responses in this level are likely to be list-like and be more descriptive than analytic
- 1-3 The candidate shows limited ability to select and summarise what the data identified in the source, ITEM A, tells us about young people's attitudes to voting ages. At the bottom of this level candidates will probably only identify one piece of data. Candidates who use most data inaccurately will be placed into this band.
- 0 No Relevant Sociological Points (NRSP)

- (d) **Outline and explain the research process that you would adopt in collecting qualitative data on young people's political awareness. [14]**

Candidates are likely to focus on:

The research process

- *Aims*
- *Theoretical considerations*
- *Background research/reading*
- *Operationalisation of concepts*
- *Target population/sampling frame/sampling technique/sample size*
- *Access*
- *Methods of collecting qualitative data (unstructured interviews, focus groups/group interviews, semi-structured interviews)*
- *Ethical concerns*
- *Relevant key research concepts such as validity*
- *Other methodological issues such as interviewer bias, researcher imposition etc*

The research context

- *Young people's political awareness*
- *Local*
- *Appropriate sample*

AO1 Knowledge and Understanding [6 marks]

- 4-6 The candidate will show detailed knowledge and understanding of a wide range of the elements involved in the research process necessary to investigate young people's political awareness.

At the top of this level candidates will contextualise their response, use relevant methodological concepts and cover most of the points identified above.

At the bottom of this level candidates will cover some of the points identified above, and will contextualise their response. Methodological concepts may be more implicit than explicit but will be accurately applied.

The candidate will present material in a way that directly answers the question. There will be few, if any, errors of grammar, punctuation or spelling.

- 1-3 The candidate will show basic knowledge and understanding of selected elements of the research process necessary for a research proposal investigating young people's political awareness. Responses may suggest inappropriate methods such as structured interviews with pre-coded questions and/or questionnaires

At the top of this level, the candidate will present material in a way that at least partially addresses the research context.

At the bottom of this level responses will be limited, the research context may be ignored and the response is likely to focus on only one element of the process. Responses here may be based on common sense and lack sociological comment.

- 0 No Relevant Sociological Points (NRSP)

AO2(b) Evaluation [8 marks]

7-8 The candidate will justify a wide-range of elements of their research design. There will be a balanced evaluation of the choice of research design and method(s) in relation to the research context.

Responses will accurately address relevant issues of reliability, validity, representativeness and/or generalisability.

At the top of this level candidates may make links between theory/ies and the research design.

5-6 The candidate will show some ability to explain the choice of research design and to justify some elements of the process. Candidates may focus more on the strengths/advantages of the research method than on the wider research design. Responses that address relevant issues of reliability, validity, representativeness and/or generalisability with reasonable accuracy are likely to be in this level. These may be implicit.

3-4 The candidate will show basic ability to explain some elements of the research process or method. Responses which address relevant issues of reliability, validity, representativeness and/or generalisability in a partial and/or confused way are likely to be in this level

1-2 The candidate will display limited ability to explain one or two aspects of the research process. Validity and reliability will not be addressed or addressed inaccurately.

0 No Relevant Sociological Points (NRSP)

(e) Assess the potential weaknesses of your research proposal, briefly explaining how you intend to overcome them. [22 marks]

Candidates are likely to focus on the following weaknesses

- *Theoretical considerations*
- *Operationalisation of concepts*
- *Methods*
- *Interviewer bias/researcher values*
- *Access*
- *Ethical concerns*
- *Analysis of the data including researcher imposition*
- *Practical issues*
- *Methodological concerns such as reliability, representativeness and generalisability*

A range of appropriate solutions will be offered to the above weaknesses

AO1 Knowledge and Understanding [0-14 marks]

11-14 The candidate will show a wide-ranging and/or detailed knowledge and understanding of the potential weaknesses of the research process outlined in (d)

The means of overcoming these problems will be clearly stated in a way that addresses the research context and responses will consider relevant

methodological concepts such as reliability, representativeness, generalisability and ethics.

At the top of this level candidates may address theoretical issues in relation to the context and the research process.

At the bottom of this level the range of weaknesses may be less and/or the means of overcoming the weaknesses may be less developed.

There will be few, if any, errors of grammar, punctuation or spelling

- 8-10 The candidate will demonstrate a wide range or detailed knowledge and understanding of the potential weaknesses of the research process. Some appropriate means of overcoming these problems should be suggested though there may be a tendency to identify weaknesses rather than come up with solutions.

At the top of this level candidates should address the research context.

At the bottom of this level candidates may focus on the methods.

There may be occasional errors of grammar, punctuation or spelling

- 5-7 The candidate will demonstrate basic knowledge and understanding of the potential weaknesses of the research process. Some basic solutions may be offered. The response is likely to only partially address the research context. A response that does not address the research context should not be awarded above this level.

There may be some errors of grammar, punctuation or spelling

- 1-4 The candidate will display limited knowledge and understanding of at least one potential weakness associated with the method, design or process. There is likely to be minimal reference to problem solving and the material may not be related to the context of the research.

Errors of grammar, punctuation or spelling may be noticeable and intrusive.

- 0 No Relevant Sociological Points (NRSP).

AO2(b)

Evaluation

[8 marks]

- 7-8 The candidate will show the ability to evaluate the research and offer a range of solutions to the weaknesses identified. These will clearly address the research context and key methodological concepts will be used accurately though some may be implicit. Solutions may not be as wide-ranging as weaknesses.
- 5-6 The candidate will show the ability to evaluate some aspects of the chosen research process and suggest some sociological solutions to the weakness identified, though some may be implicit.
Relevant key concepts such as reliability, validity, representativeness, generalisability and ethics will be addressed. This may be partial.
- 3-4 The candidate will show the ability to make a basic evaluation of their research design and/or method. Issues such as reliability, validity, representativeness, generalisability and ethics are likely to be addressed implicitly. Solutions will be basic.

- 1-2 The candidate will show limited understanding of at least one evaluative point with regard to the research method and/or the research design. Solutions are likely to be based on common sense.
- 0 No Relevant Sociological Points (NRSP).

**Mark Scheme 2539
June 2005**

- 1 (a) Using Item A identify two main differences between the numbers of male and females in temporary employment (6 marks)

Award one mark for the identification of a difference and up to two marks for the use of numerical evidence from item A to support the difference. Each difference is worth a maximum of 3 marks.

The main differences are:

- Females are more likely than males to be in temporary work (with numerical reference).
- Females are more likely than males to be employed on short term contract and/or to be in casual work (with numerical reference).
- Males are more likely than females to work in temping and/or to be seasonally employed (with numerical reference).

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two differences between the numbers of males and females in temporary employment. The two differences will be taken from Item A, and there will be the use of evidence to support both differences.

1-3

Shows a some ability to select and analyse differences between the numbers of males and females in temporary employment. The differences will be taken from Item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

- (b) Using Item B identify two reasons why work satisfaction may be declining. (6 marks)

Award one mark for the identification of a reason why work satisfaction may be declining and up to two marks for the use of evidence from the Item to support the reason. Each reason is worth a maximum of 3 marks. Candidates who quote from the item directly without using their own words to interpret should be awarded 2 marks for each difference.

The main reasons are:

- Employees on short term contracts have limited job security
- Employees have limited decision making power
- Employees are set demanding targets, some are impossible to meet, leading to the feeling that trying one's best isn't good enough
- Impossible targets increase stress and insecurity, failure to meet them can provide grounds for dismissal.
- Employees cannot plan for the future – the skills which they may require are not clear.

AO2 (a) : Interpretation and Analysis

4-6

Shows the ability to select and analyse two reasons why work satisfaction may be declining. The two reasons will be taken from Item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse reasons why work satisfaction may be declining. The ways will be taken from Item B, and there is likely to be some use of evidence to support the way/s.

0

No relevant sociological points.

- (c) **Briefly explain two disadvantages of using official statistics as evidence of the numbers of people employed in temporary employment.**

(12 marks)

AO2 (a) : Interpretation and Analysis

Indicative Content (other valid points may be offered, if in doubt check with your TL)

- Working with government definitions of employment, temping, casual work etc, which may contain government bias.
- Statistics unlikely to be valid reflections of numbers of temporary employees as many of these workers are hidden/invisible/do not report their employment to official sources.
- Dispute over the meanings of some categories, eg 'casual'
- Do statistics measure what they set out to measure
- Lack of qualitative data on the reasons for temporary employment
- Snapshot – dating quickly due to temporary employment

10-12

Selects and organises relevant material to provide a clear account of two disadvantages of using official statistics as evidence of the numbers of people employed in temporary employment. In this band the advantages selected will be clearly relevant to sociological research on the numbers of people in temporary employment.

7-9

Selects relevant material to provide an analysis of two disadvantages of using official statistics as evidence of the numbers of people employed in temporary employment. In this band the points selected will be generalised and not related directly to the numbers of people in temporary employment. Responses in this band may be unbalanced or there may be a list of a number of three or four disadvantages left undeveloped.

4-6

Selects some relevant material to provide some analysis of the disadvantages of using official statistics as evidence of the numbers of people employed in temporary employment. Responses in this band may select and analyse one disadvantage and relate it to numbers of people in temporary employment doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to the disadvantages of using official statistics as evidence of the numbers of people employed in temporary employment. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) **Using your wider sociological knowledge, outline the evidence that inequality is increasing in the contemporary UK. (22 marks)**

Indicative Content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate that inequality is increasing in the contemporary UK. An array of concepts are likely to appear, such as, income, wealth, racism, sexism, ageism, meritocracy, relative poverty, relative deprivation, social exclusion, marginalisation, flexible labour markets, casualisation, economic/cultural/social capital, consumption patterns, work place inequalities, crime, health, education, welfare patterns. Studies may be used again from across the specification. Theoretical evidence is likely to draw on Marxism and Weberianism, 30-30-40 society may appear. Answers may focus on widening inequalities between a range of relevant social groups including ethnic groups, males and females, social classes, employees, the elderly, super class and underclass, migrant workers, employed/unemployed etc. There should be a discussion in good answers of the increase in inequality.

AO1 : Knowledge and Understanding

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to inequality in the contemporary UK, and whether it is increasing. Answers in this band will contain a range of sociological concepts, evidence and/or theories covered in detail. At the bottom of this band the knowledge and understanding of inequality may be detailed and wide ranging but may neglect the increase. The candidate will present material in a logical and coherent manner and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to inequality in the contemporary UK. Answers in this band will be more partial than in the band above and will either have depth or breadth to them, dealing with some inequalities in depth or with inequalities in a broad way with a lack of evidence. The candidate will present material in a logical and coherent manner and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to inequality in the contemporary UK. Answers in this band are likely to generalised accounts of inequality. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to inequalities in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(e) Outline and assess structural explanations of poverty. (44 marks)

Indicative Content (other valid points may be offered)

Explanations likely to appear are, Marxist, Weberian, Feminist, Cycle of Poverty. Expect references to writers such as Townsend, Rutter, Kincaid, Mingionie. There may be a discussion of the underclass, and the most likely groups to make it up. Expect to see concepts such as income, wealth, relative/absolute poverty, market situation, deprivation, exclusion, underclass, polarisation, dependency, situational constraints

AO1 : Knowledge and Understanding

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence relevant to structural explanations of poverty. Answers in this band will contain a range sociological concepts, evidence and theories covered in detail. There will be a clear discussion of relevant theory in this band, and answers at the top of the band will display a clear grasp of the structural elements of some of the theories. The candidate will present material in a logical and coherent manner and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories relevant to structural explanations of poverty. Answers in this band will contain at least one accurate theoretical reference, and will either have depth or breadth to them, dealing with a narrow range of points in some depth, such as the underclass, or with a broader range of points without clear evidence. Answers in this band are unlikely to offer an understanding of the structural elements of the theories, although the knowledge displayed will be either wide ranging or detailed. The candidate will present material in a logical and coherent manner and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of poverty. Answers in this band are likely to be generalised accounts of poverty, which may neglect references to theory. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relevant to sociological explanations of poverty. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

Assessment Objective 2(b) : Evaluation

(24marks)

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

The best answers should offer a sustained and focused evaluation of structural explanations of poverty. The structural approach may be broadly accepted and evaluation may focus on which approach is the most convincing. Good responses will offer Cultural explanations of poverty, differentiating these from the structural ones. The Culture of Poverty, New Right, Dependency theories may appear. The key debate should focus on whether cultural factors or structural constraints best explain groups who live in poverty. Some responses will discuss whether the welfare state creates dependency, and whether a culture of poverty is a cause or consequence of poverty. There may be a discussion of the measurement of poverty and the debates this creates. Integrated approaches of Burchardt and Barry may appear as evaluation.

18-24

Responses show the ability to make a balanced evaluation of specific sociological concepts, theories and evidence focussed on structural explanations of poverty. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on structural explanations of poverty. Answers in

this band may list evaluative points which mean sustained evaluative is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. In this band there may an awareness of the structural/cultural debate but this will be undeveloped.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of poverty. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the role played by the Welfare State. Answers at the bottom of this band will show a more than a simple understanding of evaluative points, eg focusing solely on definitions and measurements.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on sociological explanations of poverty. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.

- 2 (a) **Using Item A identify two trends in the numbers of men and women earning over £100,000 between 1998-2002. (6 marks)**

AO2 (a) Interpretation and Analysis

Award one mark for the identification of a trend and up to two marks for the use of evidence from item A to support the difference. Each trend is worth a maximum of 3 marks.

The main trends are:

- The steady increase in the numbers earning over £100,000 per year, with some numerical reference.
- The gap between the male and female high earners isn't closing, with illustration from the item.
- The number of women earning over £100,000 per year has remained fairly constant.
- The number of men earning over £100,000 per year has increased, with some numerical reference.
- The proportion of women earning over £100,000 per year has approximately doubled, with some numerical reference.

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two trends in the numbers of males and females earning over £100,000 between 1998-2002. The two trends will be taken from Item A, and there will be the use of evidence to support both differences.

1-3

Shows a some ability to select and analyse trends between the numbers of males and females earning over £100,000 between 1998-2002. The two

trends will be taken from Item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

(b) Using Item B identify two ways in which male manual workers display their masculinity through workplace practices. (6 marks)

Award one mark for the identification of a way in which male manual workers display their masculinity through workplace practices and up to two marks for the use of evidence from the Item to support the way. Each way is worth a maximum of 3 marks. Candidates who quote from the item directly without using their own words to interpret should be awarded 2 marks for each difference.

The ways are:

- Through the rejection of promotion as a limit on their independence and freedom
- Through the rejection of office work as limiting freedom and being associated with femininity
- Through the rejection of management as limiting work/home distinction.

AO2 (a) : Interpretation and Analysis

4-6

Shows the ability to select and analyse two ways in which male manual workers display their masculinity through workplace practices. The two ways will be taken from Item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse ways in which male manual workers display their masculinity through workplace practices. The ways will be taken from Item B, and there is likely to be some use of evidence to support the way/s.

0

No relevant sociological points.

- (c) **Briefly explain one advantage and one disadvantage sociologists might experience when using unstructured interviews to research the job satisfaction of male manual workers. (12 marks)**

AO2 (a) : Interpretation and Analysis

Indicative Content (other valid points may be offered, if in doubt check with your TL)

Advantages

- The rapport developed between the interviewee and interviewer, particularly important given the possible gender, ethnic or class difference between interviewee and interviewer.
- The rapport developed allowing clarification of what is meant by 'job satisfaction'
- The increased validity of data gathered due to the unstructured nature
- The location of the interview being more flexible to encourage ecological validity.

Disadvantages

- The gender, class, ethnic differences between interviewee and interviewer influencing the validity of the answers given
- Possible resentment of the usefulness of 'research'
- The lack of reliability of the data due to the open ended nature of the interviews.
- The time and cost involved in transcribing the data
- Finding a suitable location for the interview due to nature of manual work
- Finding time to carry out the interviews.

10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage sociologists might face when using unstructured interviews to research the job satisfaction of male manual workers. In this band the advantages selected will be clearly relevant to sociological research on job satisfaction/male manual workers.

7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage sociologists might face when using unstructured interviews to research the job satisfaction of male manual workers. In this band the points selected are likely to be generalised and not related directly to research on job satisfaction and male manual workers. Responses in this band may be unbalanced or there may be a list of a number of three or four advantages/disadvantages left undeveloped.

4-6

Selects some relevant material to provide some analysis of the ads/disads sociologists might face when using unstructured interviews to research the job satisfaction of male manual workers. Responses in this band may select and analyse one advantage/disadvantage and relate it to male manual workers/job satisfaction, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to the advantages/disadvantages sociologists might face when using unstructured

interviews to research the job satisfaction of male manual workers. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) **Using your wider sociological knowledge, outline the evidence that social inequalities limit the life chances of the working class. (22 marks)**

Indicative Content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate social inequalities and their impact on the life chances of the working class. An array of concepts are likely to appear, such as, meritocracy, role allocation, economic/cultural/social capital, hegemony, subcultural values, lifestyle, consumption patterns, work place inequalities, crime, health, education, welfare patterns. Empirical evidence may come from item A or similar statistical data, the Social Exclusion Unit, JRF. Studies may be used again from across the specification. Theoretical evidence is likely to draw on Marxism, Functionalism, Weberianism and Post Modernism. The emphasis should be on the disadvantaged position of the working class and how this impacts on their life chances i.e life expectancy, careers, education, quality of life, income, wealth

AO1 : Knowledge and Understanding

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the social inequalities faced by the working class and how these limit their life chances. Answers in this band will contain a range sociological concepts, evidence and/or theories covered in detail. The candidate will present material in a logical and coherent manner and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide ranging *or* detailed knowledge and understanding of concepts, evidence and/or theories related to the social inequalities and life chances of the working class. Answers in this band will be more partial than in the band above and will either have depth or breadth to them, dealing with social inequalities in depth or with social inequalities and life chances in a broad way with a lack of evidence. Answers in this band may deal extensively with social inequality but neglect the issue of life chances. The candidate will present material in a logical and coherent manner and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to the social inequalities and life chances of the working class. Answers in this band are likely to generalised accounts of social inequality and the life chances of the working class. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some, errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to social inequalities faced by the working class or the life chances of the working class. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (e) **Outline and assess the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK.**

(44 marks)

Indicative Content (other valid points may be offered)

This is a largely Weberian view and expect to see references to Weberian sociology in some depth in the top band. Candidates may discuss the Wright/Goldthorpe debate regarding the structural position of the middle class/es. Some candidates may attribute the view to Post Modern sociologists focussing on consumption issues and diversity. The changing occupational structure of the contemporary UK is likely to be focused on, with the view that this has complicated the class structure rather than simplified it. Candidates are likely to discuss occupational changes such as the growth of and class position of the service sector, the growth of and divisions between of professionals and managers. Answers are likely to discuss fragmentation of the middle class. Key concepts to be expected would be market situation, life chances, status, lifestyles/lifestyle shopping, fragmentation, polarisation, proletarianisation, embourgeoisement, flexible workers, deskilling/reskilling, blurring, manual/non manual workers. Reference to studies such as Savage, Giddens, Roberts, Wynn.

AO1 : Knowledge and Understanding

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Answers in this band will contain a range sociological concepts, evidence and theories covered in detail. There will be a clear discussion of relevant theory in this band, and candidates are likely to attribute the view to Weberian sociology and possibly the Neo Marxists. The candidate will present material in a logical and coherent manner and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

accounts of social inequality and the life chances of the working class. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Answers in this band will contain at least one accurate theoretical reference, and will either have depth or breadth to them, dealing with a narrow range of points in some depth, such as the position of clerical workers, or with a broader range of points without clear evidence. The candidate will present material, logical and coherent manner and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Answers in this band are likely to generalised accounts of the changing middle class, which may neglect references to theory. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some, errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

Assessment Objective 2(b) : Evaluation marks)

(24

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

There may be discussions of boundary problems, social mobility and the issue of work place/occupational changes which may result in an ever changing class structure. The class position of routine non-manual workers may be debated .Some may discuss the decline of class identity (and apparent rise of gender/ethnic identity) and the impact this has on the identity and structural position of the middle class, the lack of agreement on this question from classification systems making the issue very complex may feature.

Stronger responses are likely to focus on the debate about the economic position of the middle class, the market situation (status) of the middle class, possibly through the Wright/ Goldthorpe debate. Some candidates may question whether the neo Marxists are indeed arguing anything different to the Weberians, a view put forward by Edgell. Responses may be placed in the top band without touching on this debate.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Answers in this band may list evaluative points which mean sustained evaluative is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on the view that sociologists should no longer refer to the 'middle class' but to 'the middle classes' in the contemporary UK. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg whether a middle class is distinct from a working class. Answers at the bottom of this band will show a more than simple understanding of evaluative points.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on sociological explanations of the middle class. This may be based on common-sense or anecdotal assertion.

0 No relevant evaluative points.

Report on the Units June 2005

Chief Examiner's Report

In A and AS Level Sociology candidates performed in a similar way to previous sessions, with standards in each unit showing little change from the summer 2004 session. There follows a report on each unit from this session, with some suggested teaching tips for teachers focussing particularly on the skills needed to achieve success in this specification. Teachers are encouraged to read the relevant sections and to attend INSET courses during the Autumn term to gain further feedback should they require it.

Unit 2532 The Individual and Society

1. General Comments

Significantly more candidates answered question one than question two. Many candidates were well prepared in sociological concepts, theories, empirical evidence and ideas, although there were a few anecdotal responses. Stronger responses focussed well on the question and made very good use of concepts and/or studies and/or theory, demonstrating skills in knowledge and understanding, interpretation and analysis, and evaluation. There was appropriate use of relevant contemporary examples. Whilst weaker responses were descriptive, there was some good sociological analysis. Many candidates recognised the need to evaluate in (c) and (d) questions. This has particularly improved in part (c) questions where it has been weak in previous years. Only very few candidates made rubric errors, a marked improvement on previous years.

Teachers' Tip

It would be beneficial to candidates if they:

Are clear on the skills being assessed and how these are spread across the different questions.

*Know how to **show** examiners their knowledge and understanding, for example with a concept or a study, their ability to interpret and analyse, by engaging with the material, and that they can evaluate, for example by employing critical material, or presenting more than one side to a debate.*

2. Comments on individual questions

Question one

1(a) The vast majority of candidates could identify two findings from the survey. The most popular selected were female fans and average earnings. Candidates were better at explaining the actual finding identified than last summer when some candidates went on to explain a different feature to that identified. There were some good full explanations. However some candidates made no attempt to explain the findings.

Teachers' Tip

Stress to candidates that examiners are assessing their ability to interpret and analyse. They must use the text, but not simply copy. They must explain the point identified.

1(b) There were some excellent responses to this question, with appropriate reference to hegemonic/traditional, new man, marginal and new lad being the most popular. Other types also identified were complicit, subordinate and homosexual. The most frequently cited sociological work was Connell. The better candidates explained these types very well. However, some candidates failed to explicitly identify a *type* of masculinity, and just gave examples of masculine behaviour.

Teachers' Tip

Stress to candidates that examiners are assessing their knowledge and understanding, so they can use concepts or briefly apply a study if it is appropriate. For example, good students used their knowledge of Connell's work.

1(c) Whilst stronger candidates answered this well, many showed knowledge and understanding of two ways in which the media can help individuals to learn social norms, but displayed greater knowledge of the media than the process of learning norms, with a narrow range of concepts, evidence and ideas. Consequently these candidates did not get in to the top band for knowledge and understanding. Of those who did well, the range of knowledge and understanding was particularly strong with regard to gender norms. However less effective responses, some of which also drew on gender knowledge, did not focus sufficiently on social norms and described, rather than analysed. Some candidates failed to substantiate responses with evidence or illustration by example. Weaker responses relied on common sense assertion.

There was some very strong evaluation, which was clear and explicit. Some candidates have revised criticisms of studies, but are not very successful at applying these critical points to the question and arguing through the implications for the way in which the media can help individuals to learn social norms. Some candidates were able to evaluate through assertion.

Teachers' Tip

Regarding evaluation, encourage candidates to stop and think how well or unsuccessfully something is done, in this case does the media help individuals to learn social norms well/ not very well? Better than, say, religion in an increasingly secular society? Not as well as the family as a primary agent of socialisation? Does e.g. television do it better than radio? Do people resist? And so on...

1 (d) On the whole this was answered quite well. Most candidates had at least some knowledge of class. Some applied studies well to the question. Some could give some appropriate examples to do with things such as educational opportunities and/or aspirations, leisure, and occupation. Examples of concepts used were norms, values, socialisation, cultural capital, high, low, popular culture, 'them and us'. In terms of theory, there was use of Marxism (although this was not always well used in relation to social behaviour), and postmodernism (again varying in terms of how well it was applied to the question). Some candidates had quite a lot of knowledge, but weaker candidates used this in a descriptive way, with little or even no consideration of the implication of what they were saying on whether or not social class is the main influence on social behaviour. Many candidates did not explicitly say what social behaviour was. There was some good consideration, however, of the influence of social class on social behaviour in relation to other influences, such as gender, ethnicity or nationality. Quite a few candidates referred to the influence of the family, but weaker responses did not recognise that families has a social class. Similarly there was reference to the mass media on social behaviour, but with no analysis of how this linked to social class.

Some candidates evaluated very well, with sustained evaluation addressing both sides of the argument and by employing critical material to raise issues concerning the ways in which gender/ethnicity/nationality may impact on social behaviour. There was some excellent consideration of the blurring of class boundaries. Middle range responses tended to evaluate through juxtaposition. Weaker responses evaluated via assertion with a lack of supporting evidence.

Teachers' Tip

*Encourage candidates to think about and explain **why** they are using the evidence they have selected, in order to get away from descriptive responses. Stress the need to think about the question in front of them, and the dangers of churning out pre-rehearsed responses that do not quite 'fit' what the question asks them.*

Question two

2 (a) Many candidates were able to correctly identify two reasons, but the explanations proved more of a challenge for some candidates.

Teachers' Tip

Stress to candidates that examiners are assessing their ability to interpret and analyse. They must use the text. They must explain the point identified.

2 (b) This was quite well answered. The most popular responses were linked to racism and methodological problems. Weaker candidates failed to fully explain.

Teachers' Tip

Stress to candidates that examiners are assessing their knowledge and understanding, so they can use concepts such as racism, ethnic closure, assimilation, integration, and methodology.

2 (c) Whilst a minority of candidates showed a range of knowledge and understanding of two agents of secondary socialisation, with good use of empirical and conceptual evidence and how these create ethnic identities, many candidates showed greater knowledge and understanding of the secondary socialisation than of how they create ethnic identities. Some candidates strayed into primary socialisation as if it were a secondary agent, whereas of course stronger candidates could legitimately refer to primary socialisation in their evaluation of the relative success of the secondary agents.

Teachers' Tip

Stress the importance of making links between the two factors referred to in the part (c) questions, in this case secondary socialisation and ethnic identities. Encourage them to think about what the concepts in the question actually mean.

2(d) On the whole this was well answered with some very good application of concepts, studies and/or theory. However, weaker candidates relied on anecdote, stereotype and assertion. The stronger candidates made good use of concepts such as devolution, hybridity and globalisation. Most candidates considered the significance of ethnic diversity in some way, although weaker candidates merely described this with little or no consideration of what this meant for the clarity of British culture and identity. Most candidates were able to give at least some examples of contemporary British culture. Many candidates were able to give more than one view, some relying on evaluation through juxtaposition alone. Good responses engaged with the issues and contained sustained evaluation, employing critical material and alternative explanations about the view that a British culture and identity already exists in contemporary Britain.

Teachers' Tip

Stress to candidates what prompts like 'discuss' are demanding of them i.e. in order to have a discussion one cannot simply go along with the view in the question.

2533/01: Culture and Socialisation

General Comments

The overall standard of responses for this session was good with evidence that many candidates were well prepared in terms of knowledge and understanding of relevant studies, sociological concepts, statistical evidence and theory. The Family continues to be the most popular option, followed by Mass Media, Religion and Youth and Culture. An overwhelming majority of candidates chose to answer both Family questions. Only a small number of candidates opted for Religion and Youth and Culture. There were a few rubric errors, the most common being that candidates attempted to answer four questions, with even fewer answering only one question. Where four questions were attempted, answers tended to be brief and lacked evidence whereas answers to only one question were typically very long and detailed. Generally candidates used their time appropriately, producing approximately three quarters of a side of A4 for part (a) and two sides for part (b). Some appeared to run out of time on the second part (b) question. Some candidates who produced strong part (b) answers performed less well on part (a) answers. To achieve top band marks for part (a) questions, points not only need to be identified but also explained showing knowledge and understanding of relevant sociological evidence including concepts, studies, theory and/or statistics. In part (a) questions, candidates should be encouraged to identify two distinct factors with overlapping explanations minimised.

Most candidates were able to gain a reasonable number of marks for evaluation in part (b) and although this skill continues to be a testing area for candidates, the majority made some attempt to refer to counter arguments. A large number of candidates evaluate via juxtaposing arguments and theories without any exploration of strengths and weaknesses of evidence. A sustained evaluative approach throughout the answer should be aimed for, with candidates adopting an evaluative tone from their introductory paragraph onwards. Some candidates produced responses that only gained marks for evaluation in the concluding sentences whilst others evaluated only one side of the view.

Teachers' Tip – *A sustained evaluative approach can be demonstrated by candidates writing an evaluative introduction, making some pertinent evaluative points about studies, theories and ideas, and summarising the different views in relation to the question. The candidate should aim to evaluate specific sociological arguments from more than one side of the view, based on the available evidence, methods and explanations.*

Some candidates produced responses that demonstrated a well-developed skill in interpretation and analysis in part (b). To do this, candidates should include evidence that contains a high level of detail, depth and/or breadth. Candidates who did not achieve the higher mark bands for interpretation and analysis tended to produce responses using anecdotal evidence or simply listed evidence without appropriately applying it to the question.

Teachers' Tip - *To achieve the highest marks in the skill of interpretation and analysis candidates need to select and analyse different types of data including studies, theory, sociological concepts and/or statistical evidence on various sides of the argument. Candidates should aim to identify the most relevant data and then apply it to the question, highlighting patterns and trends where appropriate.*

Overall, candidates fulfilled the requirements in terms of quality of written communication, producing work written in continuous prose and with clarity of expression.

Comments on Individual Questions

OPTION 1 THE FAMILY

- 1)
 - (a) This question produced some well-informed answers with most candidates citing divorce as one reason and developing their answer with evidence relating to legal and social changes. A second reason in stronger responses typically identified the increased economic independence of women or increased state benefit, using evidence to elaborate on these. Better responses made clear, and elaborated upon, the explanation for the *growth* in one parent families rather than simply offering reasons with little attempt at explaining why this factor had led to the growth. A number of candidates identified teenage pregnancies as a reason with most explaining this anecdotally and, some, in a value-laden fashion. Not all candidates took note of the question as it referred to 'the last 20 years' and included historical explanations that were less relevant. In some cases candidates offered what amounted to two aspects of the same reason. A small number of candidates incorrectly cited death of a parent as a reason.
 - (b) This question produced some very good responses with more high-level answers than any other. Some candidates referred to a range of empirical, conceptual and theoretical evidence for both sides of the view and showed wide knowledge of research on dual career families, domestic division of labour, decision-making, finances, domestic violence etc. However, in some responses there was a reliance on the more traditional material from Young and Wilmott, countered by Oakley with little or no reference to more recent research. Weaker answers tended to focus on one aspect of the view in the question, most commonly, that with more women working, more men were doing housework, and there was little development beyond anecdotal evidence. Some candidates discussed roles outside the family and did not interpret these in terms of roles of men and women within the family. A frequent misconception was that Talcott Parsons supported Young and Wilmott in claiming conjugal roles were more symmetrical. Many candidates also assumed that the term 'conjugal roles' was synonymous with 'joint roles'. A number of candidates produced one-sided responses in support of the view with no reference to counter arguments.
- 2)
 - (a) This question produced responses from across the ability range but was generally less well answered than 1(a). Better responses identified issues such as women's careers and changed attitudes and offered explanations that drew on empirical, theoretical or conceptual data e.g. Sharpe's work, feminisation of the labour market, feminism and postmodernism. There were a number of good responses that distinguished between childlessness as a conscious decision (e.g. a state of being 'childfree'), as a consequence of childbirth too long delayed and as a statistical artefact which failed to show up a temporary state of affairs produced by women now often having their first child in their 30's. Weaker responses cited factors such as greater use of contraception or increased materialism with little explanation or supporting data. A number of candidates referred to the cost of child rearing without explaining this reason in a sociological or historical context.
 - (b) This question elicited fewer very good responses and produced a clear division between those who were well informed and able to cite relevant theories and research and those whose response rested solely on anecdotal evidence. Better answers referred to the work of Aries, Postman, Lee and Stainton-Rogers. Other answers were more anecdotal and were differentiated by those who managed to cite a range of trends and evidence on both sides of the argument and those that were narrower and more one-sided. A noticeable

number of candidates misinterpreted the question as meaning the disappearance of children linked to a decline in fertility, typically expanding on their answer to part (a).

OPTION 2 MASS MEDIA

- 3 (a) Very few candidates grasped the nature of the question and failed to focus on the issue of consumption. Many candidates referred to changes in the media more generally e.g. patterns of ownership and control or content rather than consumption. Other candidates produced relevant but largely anecdotal answers. A small number of good responses identified growth in choice with an explanation drawn from postmodernism and/or the breakdown of cultural barriers in consumption between classes and/or ethnic groups in the context of globalisation.
- (b) There were some top band responses to this question with candidates discussing such issues as globalisation, cultural resistance, ecommerce and democracy. However, many answers lacked focus on advances in media technology with a number of candidates discussing the positive and negative effects of the media in general e.g. through the issue of violence, pornography etc. The majority of responses that did address the question tended to be more anecdotal, producing a simple outline of advances with a superficial but balanced discussion of positive and negative consequences.
- 4 (a) This question produced responses from across the ability range. Typically, candidates identified the housewife role and sex objects as the two stereotypes. Better answers used concepts (e.g. symbolic annihilation of women, the male gaze) or made reference to research and were able to explain why their examples were stereotypes. It was a question that many candidates could engage with but too many presented under-developed, anecdotal explanations. Some candidates were unable to distinguish between representations of women and stereotypes of women.
- (b) This question clearly differentiated candidates who were sociologically well informed from those who produced more anecdotal answers. Better responses drew on relevant studies (e.g. Van Dijk, Hall et al and Jhally and Lewis) and/or theory (e.g. Marxism) to counter the view and used contemporary examples and trends in the media in support of the view. Some candidates were able to distinguish between the treatment of different ethnic groups, citing particular examples of moral panics. It was noticeable that a number of candidates found it more difficult to provide sociological evidence in support of the view in the question and therefore produced more uneven responses. A significant proportion of candidates were unable to cite any research, theories or concepts and relied largely on anecdotal material e.g. Trevor MacDonald and black sports and music stars. Most candidates attempted to consider arguments for and against the view to some extent.

OPTION 3 RELIGION

- 5 (a) There were very few candidates who chose to answer this question. There was a range of responses although overall this question was not well answered. The best responses clearly linked the importance of religion to ethnicity with the most common reasons being a source of identity, cultural defence and

response to racism. Weaker answers failed to make the link with ethnicity and simply offered two functions or generalised reasons as to why religion is important (e.g. stability, consensus, meaning of life). Few candidates seemed aware of sociological research specifically on religion and ethnic minorities.

- (b) This question was generally not well answered with most candidates struggling to provide strong arguments in favour of the view in the question. Some responses included a wide-ranging critique of the validity of church attendance figures and referred to concepts, studies and /or theories (e.g. believing without belonging, postmodernism, Davie, Bruce) with some discussion of non-church religions. A number of candidates presented a 'secularisation debate' discussion and tried, in varying degrees, to make it fit the question.
- 6 (a) Most candidates were able to identify two features and produced well-informed answers with the most popular features being literal interpretation of religious texts, monopoly of truth and promotion of conservative/patriarchal views. Better informed candidates tended to illustrate their answers with examples of specific fundamentalist groups. Weaker answers confused fundamentalism with functionalism. Some candidates cited features that were not specific to fundamentalism e.g. millenarian beliefs.
- (b) This question was generally well answered, typically from a theoretical viewpoint. A number of candidates were able to articulate Marxist and Functionalist arguments in support of the view and Weberian and Neo-Marxist arguments against. Better answers tended to support their arguments with a range of empirical material e.g. American civil rights movement, liberation theology, Northern Ireland. A significant number of candidates seemed less equipped to demonstrate clear knowledge and understanding of Weber's views and their relevance to the question. Some candidates cited material on secularisation to argue that religion had little influence today, either for stability/consensus or change/conflict. Most answers included reference to arguments on both sides of the view.

OPTION 4 YOUTH AND CULTURE

- 7 (a) This question produced a range of answers. Higher level responses used studies such as Willis, Bernstein and Bourdieu and concepts including cultural capital, labelling, self-fulfilling prophesy and material deprivation. However a number of candidates demonstrated a lack of knowledge of the relevant sociological evidence and produced largely anecdotal responses centring on poor housing, lack of resources and parental disinterest.
- (b) This question produced a large number of common sense, anecdotal responses with a large number of candidates seeming to have limited knowledge of research in this area. Such answers tended to refer to culture clash, bullying and discrimination against ethnic minority children, offering simplistic accounts of these issues with little supporting data or balance. Better answers showed understanding of differences in performance and experiences of different ethnic groups and often drew on studies such as Mirza, Mac an Ghail, Wright, Fuller etc. However, even well informed candidates struggled to produce good evaluation on this question. Those who were able to typically pointed to how class, gender and other factors might be more important than ethnicity.
- 8 (a) This question produced a range of responses with some candidates showing detailed knowledge of specific youth subcultures including punks, skinheads, mods and teddy boys. Better answers tended to be more conceptual, focussing on the 'meaning of style' or draw on the work of researchers like Clarke and Hebdige. This question attracted a significant number of anecdotal and

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descriptive answers that simply described specific youth subcultures in terms of appearance etc. Some candidates referred to more than one youth subculture, selecting a feature for each of two different ones.

- (b) This question produced a range of responses. Better answers were able to draw on theory, typically Neo-Marxism, and refer to studies of specific youth subcultures. In these responses understanding of 'resistance' was clearly demonstrated. Weaker answers had only a partial understanding of the term and tended to produce anecdotal answers that described how various youth subcultures might be seen as rebellious with little attempt to offer a balanced discussion. In evaluation, some candidates were able to cite functionalist arguments, commercialization and gender distinctions but surprisingly few used recent research. Some better answers referred to researchers such as Bennett on neo-tribes to argue that contemporary youth were less concerned with resistance.

2534: Sociological research skills (Written Examination)

General Comments

Virtually all candidates answered every question part and responses demonstrate that candidates are aware of the assessment objectives involved in each question. Many candidates were able to acknowledge the given contexts / research design given in Item B and in question (d), although a large number of responses merely paid lip-service to the context. Overall, the quality of responses was weaker than previous sessions and more candidates performed poorly across all four questions. In particular, poor responses were characterised by a lack of understanding of the basic research concepts required for questions (a), (c) and (d) and there remains a stark difference between those candidates who have a strong technical understanding of key concepts and of their relevance to the research design, and the weaker candidates who either throw all the concepts in together, or leave them out completely. There is still huge confusion between the terms reliability and validity and candidates use representatives in the wrong context.

Teachers' tip: Encourage students to only use the terms validity and reliability in relation to the method, and representativeness / generalisability in relation to the sampling procedure

The other characteristic of weaker responses was the ability to offer only a generalised description of a research method for parts (c) and (d) without any consideration for the given research context.

Where candidates performed well, they had clearly been prepared for the nature of the questions and focused on the demands of each part from the outset. Good candidates are able to engage with the given research contexts and understand the need to include reference to the key research concepts. In particular, high level responses were able to reach the higher levels in part (c) questions, where they were clearly focused on the explicit strength / weakness related to the given research aim, and in part (d) questions as they successfully applied their chosen method to the research context given, rather than just mechanically outlining and assessing its usefulness. Many high achieving candidates have clearly been well prepared for targeting the assessment objectives of each questions and many centres are encouraging students to answer questions in a formulaic way in order to achieve this.

Comments on Individual Questions

Q No

- 1) (a) Many candidates were able to offer the core meaning of the term 'ethics' in relation to sociological research and often cited terms such as 'moral guidelines'; or 'concerns about what is right and wrong'. Candidates who did this usually attained further marks for elaborating with examples of research which may be unethical (such as participant observation); and / or aspects of the British Sociological Association ethical guidelines (for example, informed consent; right to privacy; protection from harm; anonymity). A substantial number of candidates, however, failed to express an understanding of the core meaning because they didn't refer to the research process. For example, many candidates stated that ethics were about right and wrong or moral values, but without referring to the process of carrying out research. Alternatively, many candidates who failed to offer an actual definition still attained three or four marks by including accurate examples which did demonstrate knowledge and understanding; for example, issues of consent and protection from harm. A number of candidates did not have a clear understanding of the term 'ethics' and even confused it with 'ethnicity'. Overall, responses were poorer than in previous sessions, with fewer candidates scoring the full six marks. There were, however, a number of candidates who wrote far in excess of what is required for a 6 mark answers and candidates may need to be reminded that they should be spending no more than five minutes answering this question.

Teachers' tip: Using the specification, give students (in groups or pairs) a concept and ask them to come up with a definition and two further points of explanation (e.g. advantages/disadvantages; examples of research)

- (b) The majority of candidates were able to successfully interpret the data and identify two main differences. The majority were able to correctly analyse the data in term of the percentage differences, to gain a total of 6 marks, and there was an increase in the number of answers which were rewarded full marks by also expressing the scale of change (for example, 'more than doubled'; or 'a difference of 34%'). A minority of students demonstrated excellent skills of analysis by accurately summarising the overall clear trend of the difference between what people say they would do and what they have ever actually done. However, the vast majority of candidates are still failing to do this. A significant number of candidates failed to interpret the data accurately and cited only minor differences, for which they failed to score any marks. In particular, many of these candidates cited 'signing a petition' as a main difference, just because it was the largest response. Candidates need to be trained to read the question carefully to focus on whether the analysis is asking for differences or trends and respond accordingly. Very few candidates went beyond the expectations of the question by explaining the changes, although some candidates offered elaborate responses which makes it difficult for Examiners to identify the key points to reward. Candidates should be encouraged to state "The first main difference is ..." and start the second main difference as a clearly separate point.

Teachers' tip: Teach students the skills of data interpretation. When teaching units 2532 and 2533, students could be asked to interpret and analyse data in the same way as they are asked to for this question.

- (c) The vast majority of candidates correctly identified two main strengths and were able to offer some explanations of these. A small minority identified relevant strengths but failed to explain them and a handful of candidates cited inaccurate strengths (for example, confusing semi-structured interviews for questionnaires).

AO1

The vast majority of candidates were familiar with the methods given in Item B and they were able to reference at least one appropriate key concept. Many, however, failed to explain why this was a strength or to explain what the key concept meant. For example, candidates could state that Participant Observation was a strength because it was valid, but they didn't offer an explanation of why this may be. Alternatively, many candidates offered elaborate explanation of, for example, participant observation being useful for getting at the truth, and getting rich and detailed data, but didn't cement full marks as they failed to mention a key concept. Some candidates made good use of triangulation as a chosen strength, but often failed to cement full marks as they did not explain why triangulation is a strength in designing research, or what triangulation actually is. Some candidates are very confused with the concept of representativeness. In relation to this given research context, representativeness was not an obvious strength because using big issue vendors from one regional centre is not necessarily representative of all homeless people. Also, some candidates made the inaccurate link between structured questionnaires and representativeness, assuming a large sample, which wasn't actually stated. Many candidates remain confused about some of the key concepts and this needs to be reinforced. A small minority of candidates misinterpreted the rubric and identified one strength and one weakness.

AO2

Most candidates are successfully referring to the given context. In this case, specific reference needed to be made to 'homelessness' or 'homeless people' as this is who the research was focused on. A substantial number of answers, however, did not mention homelessness at all and therefore couldn't attain any more than two marks for AO2 for each stated strength. Very few candidates scored 15 or 16 marks for this question as they failed to address the aims of the research – in this case, 'to develop policies to help the homeless'.

Teachers' tip: Give students past question (c)'s and Item Bs and a set structure for answering it: Identify and explain the strength; relate it to a research concept; include reference to the context and the aims of the research.

- (d) The majority of candidates allocated most of their time to this question and most candidates successfully focused on just one research method and referred to the given context. It is clear that many centres are preparing their candidates for the demands of this question as candidates are explicit in their use of key concepts, the wider research process and the given context. However, there continues to be a marked difference between high and low level responses to this question.

The hallmark of good responses was the ability of the candidate to apply their knowledge and understanding of one method to the given research context and to think through aspects of the wider research process. Good candidates really engaged with the context when thinking through, for example, operationalisation and sampling techniques. For example, better responses acknowledged that there is no obvious sampling frame for this topic and therefore a non-random snowball / opportunity / purposive technique would be used. It was refreshing to see many candidates discussing issues such as access and ethics; some students suggested the use of the internet to access protest groups and such suggestions were rewarded. Most candidates focused on questionnaires, interviews or observation and there were many candidates who displayed a range of knowledge and understanding of the actual chosen method and the related key concepts. Many centres continue to provide their students with a framework for answering this question and whilst this has the advantage of ensuring the student addresses the method, concepts, and process, many of these answers lacked reference to the context and students really do need to practise these questions with a variety of different research scenarios.

Weaker responses tended to offer generalised knowledge of methods; for example, by failing to state which type of questionnaire / interview or offering more than one method as is stated in the question. Other weak responses focused on sampling techniques at the expense of research methods and / or offered confused / inaccurate references to key research concepts. Although more candidates are referring to the wider research process, weaker students do not express understanding. For example, they state that 'concepts need operationalising' or 'ethics need to be taken into account', but do not follow this with any elaboration. A large number of candidates offer a generalised answer without any real consideration of the context; for example, getting a sample from schools; getting 'lists' from the council. There are still a number of candidates who include reference to classical sociological examples of research; eg. Patrick, Humphries; but these are not likely to be rewarded and centres are asked to focus on the context given in part (d).

Nearly all candidates expressed some evaluation but weaker responses only justified their choice of method / sampling and offered no negative criticisms. Good responses included an evaluative and reflective tone throughout their responses, for example by noting the strengths and weaknesses of their sampling technique as well as the stated method and addressed ethical concerns as a researcher. Such responses were well contextualised and referred to the key concepts in an evaluative way.

2535:Research Report

Many centres submitted Research Reports of a high standard, which reflected an excellent understanding of sociological research processes. It is also pleasing to note that the Research Reports submitted by some centres showed a marked improvement on previous sessions. Nevertheless there are still some candidates who are disadvantaged because guidelines published in the specification, in this Report and in individual Centre Reports have not been followed. Moderators make every effort to include constructive advice in the Centre Reports and some centres would benefit from taking far more notice of what is written.

Much of the assessment was accurate and consistent. Once again the Centre Reports include comments regarding the assessment in each individual centre.

Administrative points

The vast majority of the Mark Sheets were received by the 15th of May and centres responded quickly to requests for samples. Nevertheless there were many clerical errors noted this session, including incorrect addition and incorrect multiplication. Some centres would be wise to ensure that all candidates complete the front covers correctly, many omitted details such as candidate number or centre number and some even failed to complete the word count – this is a requirement of the task. These seemingly small errors or omissions do hinder the moderation process. These details should be correct before Mark Sheets and Research Reports are dispatched to the moderator.

As requested in the Principal Moderator's Report in January centres are asked to ensure that each Research Report is submitted either in the Answer Book or stapled together. Loose sheets of paper, without any means of identification, can be very troublesome.

The majority of centres are now familiar with the use of the Centre Authentication Form. However, many need reminding that there is no need to include the Candidate Authentication Statement with each Research Report. One Centre Authentication Form per centre is the requirement. It is the responsibility of the centre to collect and retain candidate's signatures.

Application of the Mark Scheme.

Assessment was generally accurate and consistent. When centre marks had to be adjusted the main issue was a lenient interpretation and application of the Mark Scheme. This was often across all Assessment Objectives.

The majority of assessors included detailed comments on the front cover of the Research Reports and also annotated the Research Reports themselves. Comments or annotation, which referred directly to the Mark Scheme in terms of Assessment Objectives and key concepts, were especially helpful and were often an indication of accurate assessment. Ticks and comments such as 'good' or comments directed at the candidate are rarely helpful.

An increase in the number of candidates who exceeded the word limit, even taking account of the flexibility permitted by OCR of 10% was noted this session. The mark scheme clearly states 'Reports which do exceed the word limit, which are in need of further editing ...should be placed at the bottom of this level' (AO1 – levels 1-3). Allowing additional words can give candidates an unfair advantage over candidates from other centres in all sections of the Research Report thus meaning they may increase their chances of gaining higher marks in AO2(a) and AO2(b). Assessors should therefore instruct their candidates that this practice can result in an adjustment to their mark.

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When a centre has a number of assessors, details of the procedure used for internal standardisation are very useful to the moderator. Many centres included such detail. Nevertheless it would be useful if centres were to include such detail with the MS1, thus helping to ensure that the sample chosen by the moderator can include Research Reports that have been checked within the centre.

Moderators did note that those candidates who ensured Research Reports that were focussed on the prompts at the beginning of each section of the Answer Book often produced Research Reports of a good standard that were accurately assessed. Lack of focus on the prompts / task and inconsistent assessment often went hand in hand.

Many of the candidates were able to display a sound understanding of the key concepts. Once again it was the concept of reliability which caused most confusion. Candidates would be wise to concentrate on the replicability of the study when discussing reliability rather than confusion it with representativeness or making comments such as 'recording the interview will increase reliability'. The Mark Scheme emphasises the key concepts for all Assessment Objectives. At level 4 'reliability, validity, representativeness and/or generalisability' are explicitly referred to across the Assessment Objectives. Consequently candidates who do not demonstrate an explicit and developed understanding of these concepts cannot be placed in level 4. Once again it is worth noting that the candidates who refer to two or more of these concepts in the same sentence are not making their understanding of each concept explicit. Lack of explicit understanding of these concepts was one of the main reasons why some marks had to be adjusted.

Academic matters

Increasingly centres are submitting reports that are based on a wide range of appropriate studies. This ensures that candidates have access to and develop an understanding of materials that can be used to inform other aspects of the specification. When candidates use source material which has been downloaded from the Internet they should include the website address in section (a). It is also prudent to check such material in order to ensure that it includes sufficient detail regarding the research design. Candidates are disadvantaged when they report on an appropriate study but use source material which is lacking in methodological detail. If the original source material does lack detail it is appropriate to use additional information from other sources.

Some centres / candidates continue to use source material which can disadvantage the candidate.

Page 13 of the specification describes the nature and purpose of the Research Report, which 'requires the candidates to report on a short piece of sociological research...'

Consequently candidates who attempt to report on articles which are a literature review of a particular area are disadvantaged and are unable to produce a Research Report which meets the requirements of the task. Some candidates reported on studies that were linked to psychology, this is not appropriate.

Although less evident than in previous sessions the use of past personal studies was still problematic. Candidates who use these are usually disadvantaged in that they do not develop their own analysis and evaluation of the study because of their over-reliance on the content of the personal study – even when that content is flawed.

In a similar manner summaries of studies continue to disadvantage candidates. Once again they often display an over-reliance on the source material.

Using the Research Report Answer Book.

Section (a)

This section must be accurate and completed by the candidate. Candidates who do not correctly complete this section cannot be awarded the highest marks for AO1, 'All sections of the Report should be focused on the task.' (Mark Scheme).

Section (b)

The majority of candidates wrote a section (b) that gave a clear and concise account of the research design, often introducing technical terms. Candidates should be reminded that they should include details of all aspects of the research design, including ethical issues.

Section (c)

Some candidates wrote an excellent section (c). This work was characterised by a clear focus on the context of the study, use of technical terms; including the key concepts, emphasis on positive reasons for the research design and a consideration of and references to various aspects of the research design, including aims, methods, sampling and how the research was conducted. Characteristics of weaker section (c)s were repetition or further descriptive details which should have been included in section (b), the inclusion of too much background material, general comments regarding the methods, lack of focus on the context of the research and an analysis of other methods which may or may not have been appropriate.

Section (d)

A feature of weaker section (d)s was the inclusion of far too many findings at the expense of a developed evaluation. 100 words, with reference to the appendices should be sufficient to briefly analyse the main findings. Many candidates successfully linked their analysis of the main finding to the aims of the study.

The ability of many candidates to evaluate the research in sociological terms was excellent. These candidates again considered various aspects of the research and linked their evaluation to the key concepts. Some candidates tended to repeat much of section (c) in this section whilst the stronger candidates used this section to develop comment made in section (c) and/or to introduce some element of critical evaluation.

Appendices

Many candidates made effective use of appendices to illustrate the main findings of the study. Candidates who failed to use an appendix often penalised themselves in terms of lack of developed evaluative comments. It should be noted that the appendices can only be used to illustrate findings. Some candidates attempted to use them to elaborate on sections (b) and (c). Such additional information cannot be considered for assessment purposes.

2536 Power and Control

General Comments

The overall standard was slightly higher than June 2004 with the majority of candidates being well prepared for this paper. Most candidates performed to a good standard and were able to apply their knowledge to the questions set.

The majority of candidates displayed a sound knowledge base with a broad understanding of theories, concepts and studies. Sometimes the knowledge of theories was rather generalised without directly relating the theory to the question, for example in question one on Marxist explanations some candidates wrote either 'everything I know about Marxism' or gave equal weight to a range of non-marxist theories.

Differences within theories are still not understood well by many candidates.

A majority of candidates displayed an impressive knowledge of studies which directly related to the question although on occasions so many studies were included that there was insufficient time to apply these to the question and analyse the studies in any depth. Some candidates, therefore, achieved high marks for knowledge and understanding but did less well on interpretation and analysis due to the time constraints of the exam.

Candidates should be encouraged to consider why a particular study is included, how does it relate to the question set.

A minority of candidates were falling into the opposite trap where they were analysing and interpreting the question but failing to support their ideas with evidence from studies. A small minority of responses were entirely impressionistic, assertive and anecdotal.

Most candidates were interpreting and analysing their material more successfully with frequent use of words and phrases which directly demonstrate this. For example 'this shows how ...'; therefore...'. Evaluation was the weakest skill area which is often left to the conclusion and tends towards assertion and opinion. Statements such as 'in conclusion I think...' are still very common followed by a completely personalised judgement sometimes unrelated to the preceding explanations and evidence.

Many candidates, however, were evaluating throughout their responses and were also able to evaluate positively as well as the more usual criticism of studies and theories.

Some candidates are still evaluating mainly through a juxtaposition of theories and studies without relating these to each other in an evaluative way. A minority of candidates showed an awareness of differences between perspectives but without explaining why there is disagreement. For example, statements such as 'functionalists completely disagree with this' without explaining why this is the case.

Once again, in this session candidates were displaying a knowledge of contemporary issues and events rather than simply relying on dated texts but the knowledge was frequently not sourced except with vague references to 'a documentary on Channel 4', for example.

Some candidates were able to interpret recent developments in a convincing way, however, for example educational and economic policies post-1997 in question 4.

The planning of essays was much improved in this session with evidence of many focussed but not too lengthy plans which were obviously used to frame the responses in a logical way. Repetition of previous points was more common where there was no evidence of planning.

Some candidates spent too much time establishing the context of a particular question and therefore ran out of time at the end. This was particularly noticeable in the question on gender differences in educational achievement with some very lengthy accounts of the history of educational policy before directly addressing the issue of gender.

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Poor spelling was again in evidence. Some candidates who appeared to have completed their responses well within an hour did not seem to have used the time to proof-read what they had written. This applied to some candidates who had spelt accurately in general but allowed misspellings to remain. For example 'schizophrenia can now be cured by tables!' Many candidates in this session, however, wrote coherent and logical essays with a clear introduction, a focussed main body and thoughtful conclusions. Many candidates were using conclusions to suggest gaps in sociological knowledge and/or research and possible avenues for further research rather than simply repeating points they had already made, which is to be encouraged.

Most candidates appeared to have utilised the full hour and there were few rubric errors. There were far fewer misinterpretations of questions in this session.

Comments of Individual Questions.

1. This was a popular question with the majority of candidates demonstrating a sound knowledge and understanding of Marxism. Some candidates, however, wrote entirely about Marx and seemed to be under the impression that he is a contemporary theorist! There were some excellent responses with well developed assessments of studies/theories such as Hall, Chambliss, Gordon, for example. New Left Realism was used well by many candidates in a critique of traditional Marxism. Weaker responses tended to label any sociologist writing about crime and deviance as a Marxist. For example 'Marxist Charles Murray'!

There were also a minority of 'everything I know about crime and deviance' approaches. Some candidates appeared to have been prepared for a question of structuralist explanations in general and therefore failed to focus sufficiently on Marxism.

2. This was also a popular question with the majority of candidates able to describe and evaluate different ways of measuring crime.

Some candidates emphasised criticisms of different ways but spent very little time explaining the means of measurement itself before evaluating its effectiveness.

Often criticisms of the way of measurement tended towards a generalised critique with confusion between reliability and validity being quite common.

Sometimes there were a lack of studies mentioned. For example few candidates were able to give specific examples of self-report studies. Most candidates were able to include at least two methods of measuring crime and were confidently examining concepts such as the 'dark figure of crime', 'white collar crime'. Few candidates directly contrasted/compared the ways of measuring crime which would have been a useful way in which to demonstrate evaluative skills. Many candidates resorted to 'another way is...'.

3. Again, a very popular question. Most candidates displayed a strong knowledge base with a range of studies utilised. Some material was rather dated which in itself is not an issue if contemporary trends and issues are linked to the studies. There was a general under-utilisation of more recent studies such as Becky Francis relating to earlier research such as Dale Spender. Patterns of achievement were generally well-known but some candidates were concentrating on female under-achievement suggesting that 'boys catch up'. There was a tendency for some candidates to make quite sweeping statements without supporting evidence such as 'girls like coursework, boys like exams'.

The majority of candidates were able to write convincingly about both male and female achievement and appeared to be well prepared for this question.

4. This was not such a popular question as question 3 and tended to produce generalised responses of the 'everything I know about the sociology of education'. Many candidates focussed on achievement but without relating this to employment in a convincing way.

Stronger responses were able to present detailed comparisons of perspectives and discussed recent educational policy and initiatives. Most candidates were able to discuss Marxist and functionalist approaches but policy developments were sometimes lacking, for example New Vocationalism was, surprisingly, not examined by many candidates.

5. This was quite popular with the majority of candidates able to discuss both morbidity and mortality rates and offer a number of explanations for some class differences. Some candidates wrote generalised accounts which did not focus specifically on social class. References were heavily made to the Black report and the differences between material/structural explanations and cultural/behavioural perspectives.

One common problem was the unsophisticated accounts of social class differences which were often impressionistic and stereotyped with generalised, unsupported statements of the working class coughing themselves to death in damp, smoke-filled slums!

6. This was less popular than question 5 generally based around concepts such as labelling, the sick role, institutionalisation. Some good responses discussed issues such

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as the medicalisation of childbirth, patriarchy, and doctor/patient relationships. Goffman, Szasz, Scheff, Oakley all figured heavily with some candidates able to discuss issues around discourse in a convincing way.

Weaker responses tended to be very generalised and vague with little focus on the issue of social control.

7. This was not a popular question and many candidates attempting it focussed almost entirely on aspects of popular culture, particularly music and fashion, without relating it to identities. It appeared that some candidates answered this question without being really prepared for it but relying on knowledge from another module.

8. Very few candidates attempted this question. Responses tended (as with question 7) to focus on aspects of popular culture rather than explaining post-modernist views on its importance.

9. Rather more responses to this question than question 7 and question 8. Many candidates spent too long contextualising their responses with lengthy accounts of the history of the welfare state. There was also an over-concentration on developments in welfare provision in general without relating this provision to the issue of social inequalities.

Some excellent responses directly addressed changes in welfare provision and contextualised these within theoretical perspectives, in particular New Right and 'Third Way' policies.

10. Less popular than question 9. There were very mixed responses to this question with some very good scripts focussing on material such as mental health issues, institutionalisation, patriarchy and some weak responses which ignored the notion of social control and concentrated on the history of the welfare state.

11. This was not a very popular question, but candidates who attempted it were generally well-prepared. Concepts such as marginalisation, material and social deprivation, social exclusion were utilised well by many candidates and there were often contemporary examples of political action such as anti-globalisation, anti-capitalist action.

12. This was also not a popular question but was generally quite well answered. Most candidates had a well informed understanding of globalisation and new social movements and were able to discuss contemporary developments in a convincing way. Weaker responses focussed on the meaning of globalisation without relating this to new social movements.

2537:Applied Sociological Research Skills

General Comments

Overall the standard of candidates was good and there were many who had clearly been well prepared for the exam and were able to demonstrate their ability to produce accurate, detailed and wide-ranging responses to the different parts of the question. In particular these candidates were able to produce detailed research designs and evaluations of those designs.

There was very little evidence that candidates had inappropriately apportioned their time and few appeared to have run out of time. Most candidates appeared to have followed the instructions on the paper and allotted their time as suggested, 30 minutes for parts (a) – (c) and one hour for parts (d) and (e). There were candidates who chose to do (d) and (e) first but, once again, there seemed little evidence to suggest that they did any better than those who worked their way through from part (a).

A significant minority of candidates used terminology such as ‘the experimenter’ that would have been more appropriate in a psychology rather than a sociology examination. This was perhaps particularly problematic for them this time because it seemed to lead them away from collecting qualitative data, as they were asked to do in part (d), to a more scientific approach.

The main differentiator continues to be those candidates who are able to use a wide range of methodological concepts including the key concepts, in a detailed and accurate manner as opposed to those who demonstrate a lack of clarity bordering at times on outright confusion. The latter often occurs with candidates who persist in suggesting in one sentence that their research design will give them reliable, valid, representative, generalisable data that has been ethically collected.

Teachers' Tip

Candidates should apply the key concepts to the empirical evidence they are studying for the other A2 modules and practice doing so without ever using them in the same sentence.

Comments on Individual Questions

Part (a)

A number of candidates were not able to access full marks because they were either unable to interpret the item accurately or did not know what validity meant. Candidates who identified and explained any **two** of the following were rewarded with full marks; that questionnaires undertaken in classrooms may not provide a true picture of what the young people thought because they could be influenced by their peers, that self-completion questionnaires would not have allowed the young people to develop their ideas and provide a full and detailed response or that early school leavers were excluded and thus the findings would not be a true picture of what the research set out to do which was to obtain data on the attitudes of young people to reducing the voting age.

Part (b)

Teachers' Tip

Candidates must practice interpreting data and thinking about that data in relation to key methodological concepts. Practising the interpretation of data will help with the synoptic paper.

Most candidates knew what quantitative data was and were able to identify two reasons why some sociologists use it, many linking this to positivism. However there are 8 marks for this question and centres should advise their candidates that they must develop and explain their reasons in order to access higher marks. The best candidates identified reasons such as reliability of the data linking this to replicability and consistency and to the use of a standardised measuring instrument, other reasons used included the scientific nature of quantitative data collection linking that to the idea of objectivity and the logical and systematic collection of data, others discussed the fact that some sociologists used quantitative data to enable them to identify patterns and trends and to look for correlations and for cause and effects or to make comparisons over time giving appropriate examples to illustrate what they meant, others discussed the issue of bias and value freedom with respect to quantitative data. Some discussed the option it gave sociologists to be able to access a larger sample that might mean the sample would be representative which might mean the findings could be generalised to the relevant target population.

Part (c)

Good responses were those that summarised the data in a detailed way and demonstrated their Interpretation and Analytic skills. They were responses that demonstrated the candidate's ability to identify patterns and trends in the data, to find similarities between the views of the different age groups in relation to the preferred voting age and to be able to make comparisons between them. They were also able to identify the highest and lowest figures and the greatest and least.

Teachers' Tip

Ensure that candidates are encouraged to read a wide variety of data and have practise in summarising it in relation to patterns and trends, similarities and differences and are able to go beyond just a descriptive list.

Weaker candidates partially described the data, often not supporting their points with any statistics.

Teachers' Tip

Encourage students to support all their points with accurate statistics or appropriate references to any qualitative data.

A number of candidates are still trying to explain or theorise about the data. This is not required by the question. These candidates are therefore wasting precious time on a paper where timing is quite crucial.

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There were very few errors in relation to the percentages cited although some choose not to use the statistical data to support their points and others thought that it was statistically acceptable to add a number of separate percentages together to make a new figure, most commonly 122% or 117%. Few read the percentages as numbers.

Part (d)

Most candidates had a clear grasp of what is meant by a research process and were able to design one that was appropriate for the specifics of the brief in ITEM B. There was evidence of candidates from some centres following a 'set menu' of a research design which resulted in some of those candidates overlooking the specifics of the context of the scenario; local, political awareness and young people. A significant number of candidates ignored the reference to an 'appropriate' sample and assumed they had been asked to collect a representative one. The differentiation between those who were placed at the top of the mark levels and those placed nearer the bottom was in terms of the ability of candidates to develop and justify their design, and in doing so to use relevant key concepts in an accurate and appropriate manner, and to clearly contextualise their design. Only a minority of candidates used an inappropriate method. Most used unstructured interviews, group interviews/focus groups or questionnaires with open-ended questions. There were a significant number who hedged their bets by using a semi-structured interview which meant they were not entirely responding to the demand for qualitative data. A few used observation, some to good effect, but others who suggested this floundered somewhat.

Teachers' Tip

Candidates should pay particular attention to the specifics of the question and ensure they follow the guidance provided with regard to the type of data required, qualitative or quantitative, whether the sample needs to be representative or not and whether the organisation who have commissioned the research are asking for a local study or a national one.

An accurate consideration of sampling still challenges some candidates. The main area of weakness being the idea of a sampling frame. A number seemed to think that a sampling frame was the sample not the list from which the sample was taken. Where accurate reference was made to a sampling frame it was normally school registers which if 'young people' was operationalised as being under 16 year olds or sixth formers was eminently sensible. Some candidates incorrectly thought the census could be used as a sampling frame and others seemed to think the electoral register gave the age, ethnicity and gender of all electors.

Teachers' Tip

Candidates should go back to past questions and ensure they could identify and justify an appropriate sampling frame for all the target populations in the ITEM Bs.

Part (e)

The very best candidates were able to write sophisticated, theoretically based answers that were contextualised and which identified a range of weaknesses and develop detailed solutions based on methodological understanding of issues such as respondent validation, researcher imposition and reflexivity as well as the relevant key concepts. This part of the

Teachers' Tip

Once a reason or a problem or a strength or weakness has been identified candidates should use phrases such as 'this means that.....' This will mean that they will be forced to develop their point and explain what they mean.

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question is worth 22 marks and requires candidates to consider a range of potential weaknesses and appropriate solutions. Candidates should avoid simply listing weaknesses and strengths and ensure they explain why they think something is a weakness and justify how their proposed solution might resolve the weakness.

Weaker candidates tended, as in past sessions, to focus more on weaknesses than solutions. The latter often being either undeveloped or commonsense. Some candidates rehearsed points from (d) as their solutions which did not enable them to be rewarded very highly. All too often triangulation was seen as a panacea for the weaknesses related to reliability and, increasing the size of the sample a panacea for the potential problem of representativeness. As mentioned above many took 'appropriate' sample in Item B to mean representative and consequently gave themselves a straitjacket in relation to the sample. Some candidates

appeared to think they no longer needed to refer to the context of the question thereby denying themselves the possibility of accessing the very top mark levels.

Teachers' Tip

There are summaries of research in a number of major textbooks and candidates could be encouraged to evaluate these in terms of weaknesses of the research design and then practise thinking of solutions.

2538 – The Personal Study

General Comments

The majority of teachers and candidates have taken on board the implications of carrying out a pilot study which tests the strategy and design of the proposed research. The overall impression gained by examiners this year was that there were very few candidates scoring Level 4 across all three skill domains. Overall there were more studies in the medium range, and consequently fewer weak responses although unfortunately there were still some candidates achieving less than a third of the marks.

As stated last year, the real discriminator between candidates lies in the quality of Assessment Objective 1 (AO1). Units 2538 and 2537 are expressly concerned with a candidate's applied sociological research skills. It is something of an anomaly that candidates appear to be well prepared to select and justify a 'hypothetical' strategy for Unit 2537 whereas for Unit 2538 there is a general perception that candidates are being somewhat less able to cope with their own 'realtime' research.

There is an overall feeling by examiners that knowledge and understanding of the research process is still being underplayed with many candidates resorting to generic descriptive comments about undertaking research or aligning their topic to Popper's hypothetico-deductive method (based on misguided advice of a sociology website) or glossing over the research process entirely in order to get onto the more serious business of analysing results!

The majority of candidates produced studies that clearly corresponded to the more positive aspects of the mark scheme. In particular, it was encouraging to see the clarity and conciseness of much of the material presented. There is at last much less extraneous subject knowledge being included in the Rationale and this is to be encouraged. It is a fact that candidates who do still over-contextualise leave little room to adequately discuss the research device within the restrictions of the word limit and this is indeed a significant factor for candidates to take on board.

The best studies discussed the methodological issues impacting on the pilot study in some detail. Many candidates concentrated on the description, justification and application of a workable research device and a considerable amount of candidates were also able to discuss the associated methodological issues, although few did this to a sophisticated level.

The best studies were reflective in tone and there was a real sense that candidates had benefited from the research in some way. Examiners felt that these candidates had explored the role of the sociologist to the full and were able to properly appreciate and empathise with the strengths and weaknesses of carrying out their own area of research. They clearly demonstrated that they had learnt from the experience and as a result could provide evidence of becoming more sociologically aware. Weaker candidates demonstrated little understanding of what a pilot study involved and in many cases were so vague across all skill domains that it lead examiners to doubt as to whether the research had actually been undertaken.

The aims of the study still remain the most contentious issue. These should be narrow in focus and should link explicitly to the research question or hypothesis. Candidates should take note that care and attention should be given to the study's aims as they can have a negative impact on the research if they are too ambitious or lack clarity. Some candidates have aims which are still far too ambitious or wide-ranging. One candidate expected to research pupils from Central London and the suburbs while another wanted to find out if religion still influenced lives in the 21st Century!! Teachers must press home to candidates the small scale nature and the narrow focus of the Personal Study.

Many candidates are still not giving Regional Coursework Adviser's comments on the Proposal Forms proper consideration. Many examiners commented that Coursework Adviser's comments were often ignored. Very often, where Advisers had pointed out that the Aims of the study were too wide-ranging and could not be considered in the limited scope of a pilot study, the candidate proceeded with them nonetheless to the detriment of their research. This was especially true in cases when candidates had been advised to operationalise concepts and this advice was then left unheeded. It was picked up by some examiners that a few candidates were carrying out different studies to those agreed on their proposal forms. This is not acceptable. All research must be approved in outline by OCR before it is carried out.

A few examiners reported that 'pre-piloting the 'pilot' is still occurring. Candidates should be made aware that there is no need to pre-pilot since The Personal Study is itself a pilot. Candidates should be encouraged to address the weaknesses of their research strategy by highlighting them and discussing the concomitant solutions in the evaluation section. Many candidates who pre-pilot not only use up valuable words but invariably fail to discuss what changes were made as a result of this action.

The vast majority of candidates chose questionnaires as their method this year, alongside opportunity sampling. An unusually high number of candidates made flawed linkage to positivism and open-ended questions as well as linking interpretivism to questionnaires. This is a worrying trend. Some candidates claimed they were carrying out methodological triangulation when they were merely referring to data pluralism. Some weaker candidates hardly considered the sampling process at all other than to hedge their bets by stating, "I will be using a stratified/quota/convenience/opportunity sample" (sic) as if hoping that the examiner would delete whichever was unsuitable for their research. One examiner reported that an entire cohort used opportunity sampling irrespective of the topic and target population studied. Sampling is an essential part of the research strategy and candidates should make sure that they have a firm grasp and understanding of the variety of sampling techniques and sampling frames available.

Examiners reported that there were fewer studies over the word-count this year which is good news. Where this still persists however, candidates must be aware of the penalties they will incur as stated on the mark scheme. The word count is between 2500 and 2750 words. One examiner commented that all candidates at one Centre managed to exceed the word limit. In addition, a number of candidates are producing studies which are considerably lower than 2500 words and they should be alerted to the fact that their work will lack the requisite detail and inevitably score less.

Predictably most candidates chose popular subjects - domestic division of labour, gender in schools, weight issues, arranged marriages and there were a few on religion and politics but overall atypical topics remained hard to find. It did appear there was a strong trend for candidates to 'play it safe' and it would be refreshing if candidates could be encouraged to develop their sociological imagination by adopting a more unusual approach to popular themes in future.

Some candidates are still carrying out seriously unethical research. In some cases candidates put themselves in vulnerable as well as illegal situations and this is not to be allowed. Teachers must realise they have a responsibility towards their candidates and careful guidance throughout the research period must be given. Even so, examiners were alarmed that some candidates sailed through the research without picking up on the serious ethical dilemmas they had created for themselves. It was reported that in one candidate's questionnaire, questions were asked about child abuse in the family. Teachers must be alert when checking over their candidates' questionnaires or interview schedule for issues just like these.

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Able candidates used their diary well to chart their progress and many diaries became important diagnostic tools and which were referenced in the evaluation section. Some Centres used diaries as an internal 'checking on progress' device but for many candidates, diaries served no useful purpose at all.

Just as last year, candidates need to be referred to the Board's instructions and to be reminded what to include with the coursework - the candidate's proposal form, a contents page, numbered pages and an effective bibliography. This year there was evidence again of much better practice in that more candidates included copies of their completed research (one completed questionnaire and/or one interview transcript or one observation schedule or one contents analysis grid) to help examiners to ascertain the effectiveness of the device(s) used.

We would ask that candidates should refrain from being encouraged to embolden terms throughout the study. This is not only exceedingly irritating but makes it difficult to read the pages smoothly and coherently. It also makes for a mechanical presentation as if candidates are consulting a list. Since all candidates within entire Centres did this, it is an obvious teacher/tutor instruction which should be dealt with in time for next year.

Attention also needs to be drawn to the Appendix which some candidates are using in order to circumnavigate the word count by smuggling in their evidence/results. Centres must be made aware that nothing in the Appendix is marked and therefore candidates do not gain anything by doing this – they do in fact lose out on valuable marks.

Finally, in terms of administration, some candidates are not attaching a front cover assessment sheet to their studies which is needed for examiner marks and annotation and this needs to be addressed. One Centre authentication statement is all that is required per Centre.

Assessment Objective 1: Knowledge and Understanding

The key to scoring highly in this section is to have detailed **and** wide-ranging knowledge and understanding of the whole research process.

The nature of the pilot study should be explained in the Rationale since it accounts for decisions and strategies as they unfold during the research process.

The best candidates had a concise introduction which set the scene and with short but appropriate secondary referencing to act as a background focus, homed in on their research interest highlighting one or two clearly linked aims. Weaker candidates had either numerous or ambitious aims, any one of which could have been a Personal Study in itself or in some cases the aims bore little resemblance to what candidates went on to research. Some candidates confused aims with objectives, stating that their aim was 'to produce a questionnaire....'

In terms of the research device, the research method was generally well justified and the type of data obtained discussed. Better candidates were able to discuss a wide range of aspects of the research process in some depth. Key concepts were handled confidently and embedded well in the study and sampling was considered with some degree of sophistication, whilst at the same time acknowledging the limitations a pilot study imposed upon the concepts. Careful consideration was given to how the target population could be best selected and whether a sampling frame could be used. Ethical issues were considered appropriately.

Less able candidates tended to either concentrate on a few aspects of the research process or consider it in a generic way. This meant there was insufficient detail applied to their choice of strategy and invariably there was also insufficient justification supplied.

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Knowledge and understanding of questionnaires seemed acceptable for the majority but this year there seemed to be many more candidates than ever before confusing positivism with open-ended questions and interpretivism with quantitative data. Many candidates were obviously confused about where Realism fell in the scheme of things and just dropped it in. One examiner reported that candidates in several Centres were referring to 'unstructured' questionnaires.

Triangulation was commonly misunderstood by many and claimed to be used when in fact only one method was carried out. Candidates were also rather brief as regards the sampling process, often providing size, type but not target population, sampling frame, access or gatekeeper. Implications of their choice of sampling technique were rarely connected correctly to key concepts. Moreover key concepts were generally 'touched on' rather than treated in-depth. Examiners reported unanimously that the least understood of the key concepts was Reliability with weaker candidates continuing to use Validity and Reliability interchangeably.

In general, examiners felt that candidates are ill prepared when it comes to sampling. Knowledge and understanding remains very thin. In line with Unit 2537, sampling includes Target Population, Sampling Frame, Sampling Techniques, Access and Ethics. Many students went for the cop-out option of opportunity/convenience sampling without exploring the selection of their target population in greater detail and in an informed sociological way. Many stated their sampling technique was a stratified one, when they were merely choosing males and females, going on to say that this made their sample representative. Whichever sampling technique candidates did choose appears on the whole to be referenced with a complete lack of clarity. Candidates must address these issues to improve their understanding of the complexities of the sampling procedure.

Issues surrounding access and the role of the 'gatekeeper' were often ignored. The impression gained by many examiners is that candidates are paying lip service to researcher objectivity and ethical issues. Occasionally, candidates did discuss ethical issues meaningfully but the majority of candidates thought that their promise of confidentiality to their respondents was sufficient coverage. Some candidates used children under the age of 16 and failed to obtain parental consent. Few candidates understood ethics as a dilemma.

Most studies had clear sections and in general spelling, punctuation and grammar posed few problems. Although this was mentioned last year, some candidates are still loading too much into the Appendix section, making it bulky and unwieldy to handle.

This unit is an examined unit and teachers are not required to make any comments either inside the personal study or on the front cover assessment sheet.

Assessment Objective 2(a): Interpretation and Analysis

In the main, this was done reasonably well. The best research tied the findings to the aims of the study and the selected evidence was analysed and interpreted and compared/contrasted with the background research previously discussed in the Rationale.

The most able candidates competently justified their chosen method. Research concepts were clearly operationalised by breaking them down into measurable units. Many did this well and often it was the result of responding to the advice on the Proposal Form. The majority of candidates merely defined their concepts without actually realising that the concepts had to be unpacked in order to be 'measured'. To give an example, many candidates researching 'domestic labour' fell into the same trap of defining it as jobs performed by man/wife/partner, but failed to isolate and signify which specific jobs they would look at and hence would measure via their devices. Other candidates expected that operationalisation would be solved via their questionnaires. Weaker candidates

stated their intention to operationalise concepts but completely failed to actually do so and this really did impact upon the quality of their study, having to admit in their Evaluation that not many people had understood 'patriarchy' or 'conjugal roles' etc. The problem of operationalisation does appear to be a major hurdle for most candidates and this area does need to be addressed. It is quite clear to examiners that without operationalisation being performed at the start of their research, the candidate is clearly hampered since they are unaware of what they are actually trying to discover from their pilot.

There were some interesting and well designed questionnaires and interview schedules with very few 'poor' ones. The most able candidates were able to produce some kind of analysis whilst weaker candidates merely described what they had found and did not contextualise their charts. Summaries and similarities were often not attempted and consequently valid conclusions were somewhat 'thin on the ground'. Where candidates did link their findings to related studies in an attempt at comparison, there was often a glib statement "this agrees with So and So's research" but without any attempt to evaluate whether the time or sample size factor had a relevant part to play. Some candidates got carried away and used lots of their word count to analyse their data which meant skimping elsewhere. Candidates do however need to spend more time drawing conclusions in relation to their stated aims.

Some candidates again used two methods and often found they could not analyse all of the data collected effectively within the restrictions of the word limit because of the plural nature of the research, which consequently led to additional muddling over issues such as sampling. Sometimes candidates did not recognise the limitations a second method might place on them, for example, by gaining in validity, they might compromise reliability or vice versa, so inevitably glossed over one of the key concepts.

There seems to be more confusion and misunderstandings this year than ever before over the nature of questionnaires and interviews and correct linkage to a theoretical perspective. Some candidates throw in 'Realism' without any firm understanding as to where it lies in the theoretical spectrum. Structured questionnaires are exclusively positivist with closed-ended questions yet many candidates sneak in open-ended questions. Similarly many candidates are confused over what type of interview they really want to use, which type of data is generated and how these relate to key concepts. Candidates need to clarify these areas in future studies.

There were fewer candidates carrying out Content Analysis this year. It still remains the favourite method for the weaker candidate who, more often than not, provides little or no explanation or justification as to why that specific content had been selected, from what sampling frame it had been generated, and which type of sampling technique had been utilised. Few candidates were able to explain the complex issue involved in terms of subjectivity and the need for carefully operationalising 'indicators'. Many more candidates this year supplied evidence of their completed research and this is encouraging.

Assessment Objective 2(b): Evaluation

There has been a huge improvement in this section this year. It was pleasing to see a reduction in the number of basic evaluations which ignored key concepts and which had previously just focused on practical and logistical matters.

Studies at the top end were able to be truly reflective of the piloting process, strategy and findings. Key concepts were used with confidence and were embedded in the study. Otherwise, weaker studies were often rescued by the Evaluation and were able to identify what had gone wrong earlier and referred comprehensively to the key concepts.

The stronger candidates mentioned all of the key concepts and revealed how they influenced their piloted research. Other candidates referred to most of the key concepts

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but failed to discuss the implications for their pilot. For example, Reliability and Validity were mentioned but without any real appraisal and often they were interchanged, illustrating that candidates did not fully understand the difference. Some candidates did not mention key concepts at all in their review of their pilot. Most candidates appear to handle Representativeness/generalisability reasonably well. Validity was handled better this year and examiners are seeing more cases where Validity and Reliability are being separated out. Reliability still remains the least understood key concept. It is gratifying to see that Interviewer Bias is featuring more, but only in a small number of cases are the researcher's own values discussed.

Virtually all students discussed further developments, although a typical solution to sample size is seen as mainly having a larger sample. Very rarely is there a reflection on the sampling process and whether there would be changes in the full-blown study.

Some Centres are still instructing their candidates to follow a very formulaic approach with pre-set headings. Examiners do feel that candidates are missing out on a detailed discussion of certain issues because of the constraints of these headings.

Stronger candidates reflected on the study's aims and questioned their efficacy. In terms of the weaker candidates, it seemed that they did not even know what their study was about. Weaker candidates tend to have a shorter evaluation in comparison with the rest of the study. Generally speaking, candidates should be encouraged to spend a little more time on evaluating the 'research process'.

In conclusion, it would appear that there has been an improvement in the two assessment objective areas overall and especially in the Evaluation section. However, Knowledge and Understanding of the research process (AO1) remains the key differentiator between candidates with the majority of candidates still not describing the research process in sufficient depth. Many candidates are also still experiencing the same common mistakes surrounding key research concepts and there is an inability for a large percentage of candidates to operationalise the concepts they intend to measure. Sampling remains the most misunderstood and misapplied area of the research strategy.

2539: Social Inequality and Difference

General Comments

Candidates performed in a similar manner to previous years, with the exception of 1(e) which caused difficulty for some candidates/centres. Most candidates used the 90 minutes appropriately and took account of the mark allocation, although a significant minority of candidates wrote excessively long answers to parts (a-c). Question 1 (e) was the only question to pose a problem as a significant number of candidates did not know what a structural explanation of poverty was, and chose instead to write about cultural theories or definitions and measurements of poverty. It was clear that this was in part a product of the textbook coverage of Poverty which does lay more emphasis on cultural explanations; however the specification

clearly states that structural approaches should be covered. It is worth centres noting that the questions asked do come from the specification and that full coverage of the specification content is necessary over the years. There was evidence of a centre effect on this question. There follows a question by question analysis of this years paper.

Comments on Individual Questions

Q1

- (a) The data in Item A posed no real problems for the majority of students. The most popular answers were the difference in the numbers of men and women in short term contracts and in casual work. The differentiation came in the ability of the candidate to support their answer with numerical evidence from the item. Full marks could only be awarded if there was clear numerical evidence selected from the item. Some candidate/ centres did not do this and instead began to explain why the differences may occur, this explanation is not needed in an (a) question. A small number of candidates confused temporary employment with part time employment.
- (b) This question was generally well answered, with full marks being rewarded to candidates who identified two relevant ways from the item, and then tied those ways to how they could display their masculinity in the workplace. The candidates who did not score full marks tended to quote directly from the item and used no words of their own in their explanation. Some candidates linked the ideas from the item together which was acceptable so long as they made two distinct points in their answer.
- (c) A number of candidates/centres did not appear to know what official statistics were. They are a method of data collection that needs to be covered during the course. The strongest responses to this question focussed on problems associated with official statistics as well as the issue of researching temporary employment. There was a reference to hidden economy, dark figures, government manipulation, snapshot due to rapid turnover. Some responses focused on the problems of official statistics without any reference to the research context, i.e. they lack validity, and if they did this the maximum mark they could score was 8/12. When candidates mentioned the lack of qualitative data, they were rewarded 2 marks only as this was not tied to the issue of researching the numbers of temporary employees.
- (d) Most candidates could produce evidence of inequalities in the UK, the differentiator came in the depth of evidence used and whether they could relate the evidence to show an increase. Only the most able were able to relate to the concept of increase, through using concepts such as the rise of the super class/underclass, income and wealth trends. Most candidates focussed on gender, ethnic and class inequalities, often drawing on their 2536 material well, especially with reference to Health, Crime and Education. Common concepts appearing included dual labour markets, polarisation, and institutional racism. A significant number of answers did contain very generalised accounts of inequalities at a standard below that expected at the level. This was also evident in 2(d). There was a centre effect on this question. Some centres had large numbers of candidates writing generalised accounts which lacked depth and breadth.

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- (e) As stated to in the introduction the term structural explanations did cause difficulties for a significant number of candidates. Those who understood the term did very well and engaged with Marxism, Neo Marxism, Weber, Social Democratic Theories and Functionalism. Candidates did not need to include all of these to enter L4. A significant number of candidates engaged only with cultural explanations and used Murray and Marsland, they did not appear to know what the structural explanations were. These responses often evaluated the cultural theories well, using specific criticism of ideas such as Taylor-Gooby and Blackman, but they did not engage with the structural element of the question. The weakest answers and there were a number of these concentrated solely on definitions of poverty, and the groups most likely to experience poverty. The mark scheme for this question reflects the fact that candidates felt reasonably comfortable writing about sociological theories of poverty, as opposed to the structural ones. Some of the strongest responses focused on the issue of Welfarism and whether Welfare was a structural cause of poverty or a cultural consequence leading to dependency. Such responses scored highly for evaluation

Q2

- (a) Some candidates did not engage with the concept of trend, meaning something over time, and consequently used numerical data from one year point to illustrate a gender difference. The majority of answers did identify two trends and the differentiator came in the form of the use of numerical data. (as in question 1)Some candidates did misinterpret the graph in Item A.
- (b) This question was well used with most candidates identifying and explaining two ways from the item. A minority of candidates ignored the item and wrote about two features of masculinity. A number of candidates quoted directly from the item, using no words of their own as an explanation, a pattern that was also seen in question 1. Most candidates did score well on this question.
- (c) This question posed no real problem for candidates, who understood unstructured interviews. The strongest answers used methodological concepts in their answers, such as validity, reliability, social desirability as well as relating the points made to the research context. Some did this through class issues related to researcher and male manual workers, or through work satisfaction issues related to management collusion, lack of engagement with research purpose. To score full marks candidates needed to provide methodological concepts and a context. A number of candidates could provide one of these but not the other.
- (d) Most candidates could provide evidence of working class disadvantage, but many of the responses were very generalised. For example a number of candidates wrote that the working class had limited life chances because they smoked and drank more than the middle class, offering no evidence to back this claim up. Strongest answers used concepts and more up to date material on de-industrialisation, post Fordism, decline of the Trade Unions, and sink estates. As in question 1 (d) many candidates made good use of their 2536 topic, especially Health and Education, but again they need to take care not to become sidetracked into writing all they know about educational underachievement, or social mobility studies.

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- (e) This was well answered by those who knew the detailed studies on the middle class and were able to apply them to the issue of fragmentation. Strongest candidates referred to Roberts, Savage, Giddens, Wright and used the material to answer the question of middle class change directly. A number of candidates wrote about the blurring of the working class/ middle class boundary, using proletarianisation and embourgeoisement well although often not focussing sufficiently on the question of middle class change. Weakest answers focused on lottery winners and the Beckhams, or wrote descriptive accounts of the class structure and failed to engage with the middle class at all, these answers were unlikely to get out of L1.

Advanced Subsidiary GCE Sociology (3878)
June 2005 Assessment Session

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	42	38	34	30	26	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	69	62	55	48	42	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	42	38	34	30	27	0
	UMS	90	72	63	54	45	36	0
2535	Raw	90	74	67	60	53	46	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3878	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3878	16.77	34.75	56.48	74.87	88.34	100	7464

**Advanced GCE Sociology (7878)
June 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	42	38	34	30	26	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	69	62	55	48	42	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	42	38	34	30	27	0
	UMS	90	72	63	54	45	36	0
2535	Raw	90	74	67	60	53	46	0
	UMS	90	72	63	54	45	36	0
2536	Raw	60	47	42	37	32	28	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	44	39	34	29	25	0
	UMS	90	72	63	54	45	36	0
2538	Raw	60	46	41	36	31	27	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	67	59	52	45	38	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
7878	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
7878	14.97	37.62	64.22	85.50	97.12	100	5098

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