

Sociology

Advanced GCE **A2 7878**

Advanced Subsidiary GCE **AS 3878**

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

January 2006

3878/7878/MS/R/06J

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CONTENTS

Advanced GCE Sociology (7878)

Advanced Subsidiary GCE Sociology (3878)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2532	The Individual and Society	1
2533	Culture and Socialisation	17
2534	Sociological Research Skills	51
2536	Power and Control	59
2537	Applied Sociological Research Skills	85
2539	Social Inequality and Difference	91

REPORT ON THE UNITS

Unit	Content	Page
*	Chief Examiner Introduction	104
2532	The Individual and Society	105
2533	Culture and Socialisation	108
2534	Sociological Research Skills	111
2535	Research Report	116
2536	Power and Control	119
2537	Applied Sociological Research Skills	124
2539	Social Inequality and Difference	130
*	Grade Thresholds	133

**Mark Scheme 2532
January 2006**

- 1 (a) Using item A, identify and briefly explain two ways in which 'black urban culture' has become the 'mainstream culture'. [8]

AO2a Interpretation and Analysis

Indicative Content

Reference may be made to the following:

Image/looks/fashion

Language

Music

Sport

Nightclubs/bars that were once ethnically exclusive becoming ethnically diverse.

The dismissal by black and/or Asian people of the old ethnic labels.

Young white individuals adopting a 'black' culture.

7-8

The candidate will correctly select and analyse two ways in which 'black urban culture' has become the 'mainstream culture' from item A. Answers will show the ability to select from and interpret different kinds of data.

Award 8 marks to responses that identify and fully explain two ways.

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

5-6

The candidate will correctly select and interpret two ways in which 'black urban culture' has become the 'mainstream culture' from item A. Answers will show the ability to select from and interpret different kinds of data.

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

Award 5 marks to responses that identify two meanings, 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 ways in which 'black urban culture' has become the 'mainstream culture' from item A but leave them both without an explanation or to responses that identify one way and explain it fully.

Award 3 marks to responses that identify one way and offer a partial explanation of it

1-2

The candidate will correctly select one way in which 'black urban culture' has become the 'mainstream culture'.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two ways in which individuals express their ethnic identity. [8]

AO1: Knowledge and Understanding
Indicative Content

Reference may be made to cultural celebrations, festivals, dress, religion, language, food, family life or any other reasonable response.

7-8

The candidate will correctly identify two ways in which individuals may demonstrate their ethnic identity.

Award 8 marks to responses that identify and fully explain two ways.

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

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

5-6

The candidate will correctly identify two ways in which individuals may demonstrate their ethnic identity.

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

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

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

3-4

Award 4 marks to candidates who identify two ways in which individuals may demonstrate their ethnic identity, but offer no explanation of either, or to candidates who identify one way and explain it fully.

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

The candidate will display some understanding of the concept of ethnic identity. The candidate will present material that partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one way in which individuals may demonstrate their ethnic identity, but leave this completely unexplained, therefore showing only limited understanding of the concept ethnic identity. 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 two ways in which the mass media influence ethnic identities.

AO1 Knowledge and Understanding (10 marks)

Indicative Content. (Other valid points may be offered).

These should be rewarded: representation, language, media content.

Candidates may use contemporary examples from music, sport, situation comedies, films, fashion and style.

Concepts – such as:

socialisation, culture, norms, values, role models, stereotyping, othering, representation, racism.

Studies such as:

Van Dijk, Gilroy.

Contemporary Examples

Theory

Theory may be used e.g. postmodernism and strength of mass media.

8-10

The candidate will show a range of knowledge and understanding of two ways in which the mass media influence ethnic identities and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of the mass media and the concept of ethnic identity. The two ways may emphasise the process of acquiring identity in general e.g. the recognition of both similarity and difference, but this should be linked to ethnicity and the media. The candidate in this band will display knowledge of either one medium in some depth or a range of media in breadth, and should be rewarded for showing how the media may be actively involved in socially constructing identity. The candidate will present material that directly answers the question. There will be few, if any, errors of grammar, punctuation or spelling.

6-7

The candidate shows knowledge and understanding of two ways in which the mass media influence ethnic identities and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of the mass media than ethnic identities, or vice versa. The range of concepts, evidence and ideas will be narrower than the band above and the answer may be uneven. Any examples used may be only partially understood or relevant. The candidate will present material in a manner that 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 mass media influence ethnic identities and of relevant conceptual, and/or empirical and/or theoretical evidence. The candidate may focus on one way in which the media does this explaining this well to reach the top of the band. Answers that state two ways are likely to leave both of these undeveloped and unsubstantiated. The candidate will present material that 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 influence ethnic identities. The candidate may present material of marginal relevance to the question and it may be based on common 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 engage with two ways in which the media influence ethnic identities. To locate at the top of this band answers should select and analyse data relevant to ethnic identities and the mass media in some way. 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, probably referring to ethnic identity or mass media 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 the way/s in which the mass media influence ethnic identities. This may include commentary on cultural resistance, active audiences, or the limited range of media representation or to recent developments. Candidates may refer to other agents of socialisation. At the bottom of the band evaluation will be less explicitly focussed or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on the ways in which the media influence ethnic identities, making the evaluation basic. At the bottom of the band any evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that the cultures of different ethnic groups are becoming similar in the contemporary U.K. [26]

AO1: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered)

Concepts

Candidates may refer to concepts such as hybridity, diaspora, assimilation, racism, new ethnic identities, multiethnic, globalisation.

Studies

Studies such as Butler, Johal, Modood, Gilroy, Back may appear.

Contemporary Examples

Reward candidates who illustrate with relevant examples.

Theory

Candidates might use postmodernism in particular.

11-14

The candidate will display a range of knowledge and understanding of the concepts of ethnic groups, culture and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence which will focus on the culture of different ethnic groups in the contemporary U.K. and whether there are similarities and differences between them and/or changes over time of specific ethnic groups. At the top of the band there will be either clear knowledge and understanding of culture, different ethnic groups and the concept of similarity and/or whether there has been change over time. Candidates will present material in a manner that answers the question directly. There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding of the concepts of ethnic groups, culture and associated evidence and ideas. Responses will be less well developed than in 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 view that the culture of ethnic groups is becoming more similar. Candidates will present material in a manner that answers the question. There may be occasional errors of spelling, punctuation and grammar.

5-7

The candidate will display some knowledge and understanding of the concept of ethnic identity and culture. Answers in this band will be largely descriptive. Answers will show 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 that partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of ethnic identity and culture. The candidate will make at least one relevant sociological point, although the material 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 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 culture of ethnic groups is becoming more similar in the contemporary U.K. Candidates will engage in the debate surrounding the extent to which the culture of ethnic groups are merging or whether ethnic groups are retaining their cultural distinctiveness. 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 kinds of data, referring to culture in a vague way. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (8 marks)**Some points of possible evaluation**

The best answers will use critical material to raise issues on ethnicity and culture such as resistance, racism, culture clashes, cultural difference, ethnic minority cultures, white masks. Some may evaluate through juxtaposing contrasting views. Others may adopt an evaluative tone.

7-8

The candidate will show the ability to evaluate specific sociological arguments and alternative explanations that the culture of ethnic groups is becoming similar in the contemporary U.K. Critical material will be employed to raise issues concerning ethnic groups. Candidates may differentiate between 1st, 2nd and 3rd generation British.

Anticipate sustained evaluation at this level addressing both sides of the argument.

5-6

The candidate will show the ability to evaluate some of the available sociological evidence and arguments on the view that the culture of ethnic groups is becoming more similar in the contemporary U.K. The evaluation in this band will be a narrower range than the band above, and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates may present a clear but one-sided or inadequately supported position.

3-4

The candidate will show the ability to make basic evaluation of the evidence and arguments about the view that the culture of ethnic groups is becoming more similar in the contemporary U.K. 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 the culture of ethnic groups is becoming more similar in the contemporary U.K. Any other points will be based on common sense assertion.

0

No relevant evaluation.

- 2 (a) Using item B, identify and briefly explain two ways that the experience of education varies according to social class. [8]

AO2a Interpretation and Analysis
Indicative Content

Reference may be made to the following:

Surroundings/setting

Fee paying/state provision

Resources

Live in/attend daily

School activities

Peer group

7-8

The candidate will correctly select and analyse two ways that the experience of education varies according to social class linked from Item B. Answers will show the ability to select from and interpret different kinds of data.

Award 8 marks to responses that identify and explain two ways.

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

5-6

The candidate will correctly select and interpret two ways that the experience of education varies according to social class linked from Item B. Answers will show the ability to select from and interpret different kinds of data.

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

Award 5 marks to responses that identify two ways, explain one partially, and leave the other without explanation.

3-4

Answers will show some ability to interpret different types of data that the experience of education varies according to social class linked from Item B.

Award 4 marks to responses that identify two ways but leave them both without an explanation, or to responses that identify one way and explain it fully.

Award 3 marks to responses that identify one way and offer a partial explanation of it.

1-2

The candidate will correctly select one way that the experience of education varies according to social class.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two working class values. [8]

AO1: Knowledge and Understanding

Indicative Content

Candidates can refer to traditional and/or new values. Reference may be made to family, immediate gratification, leisure, materialism, consumerism, toughness, politics, work or any other reasonable response.

7-8

The candidate will correctly identify two working class values.

Award 8 marks to responses that identify and explain two values.

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

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

5-6

The candidate will correctly identify two working class values.

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

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

The candidate will show knowledge and understanding of working class values. The candidate will present material in a way which answers the question. There may be occasional errors of grammar, punctuation and spelling.

3-4

Award 4 marks to candidates who identify two working class values but offer no explanation of either, or to candidates who identify one value and explain it fully.

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

The candidate will show some understanding of working class values. The candidate will present material in a way that partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one working class value, but leave this completely unexplained, therefore showing only limited understanding of working class values. 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 two ways in which peer groups may influence an individual's identity. [18]

AO1 Knowledge and Understanding (10 marks)

Indicative Content (Other valid points may be offered)

Candidates may approach this by looking at peer groups in general, or talk about e.g. gendered or ethnic based, class based or perhaps work based peer groups and their influence on identity.

Concepts-such as

Socialisation, secondary socialisation, role models, peer pressure, culture, popular culture, norms, values, sanctions, status, bedroom culture.

Studies –such as:

McRobbie, Lees, Willis.

Contemporary Examples

Relevant examples should be rewarded.

Theory

Some candidates may use sociological theories.

8-10

The candidate will show a range of knowledge and understanding of two ways in which peer groups may influence identity and of relevant conceptual, and/or empirical and/or theoretical evidence. The candidate will display knowledge of the peer group as an agent of socialisation and the concept of identity.

The candidate will present material that 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 ways in which peer groups may influence identity and of relevant conceptual, and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of peer groups than identity or vice versa and the range of concepts, evidence, and ideas will be narrower than the band above. In this way answers may be uneven. Any examples used may be only partially understood or relevant. The candidate will present material that 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 peer groups may influence identity and of relevant conceptual, and/or empirical and/or theoretical evidence. The candidate may focus on one way in which peer groups do this, explaining this well to reach the top of the band. Answers that state two ways are likely to leave both of these undeveloped and unsubstantiated. The candidate will present material that 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 peer groups may influence identity. 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.

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 engage with the two ways in which peer groups may influence identity. To locate at the top of the band answers should select and analyse data relevant to peer groups and identity in some way. 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, probably referring to peer groups or identity 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 ways in which peer groups may influence identity. This may include commentary on resistance or the power of other agents of socialisation. At the bottom of the band evaluation will be less explicitly focussed or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on the ways in which peer groups may influence identity, making the evaluation basic. At the bottom of the band any evaluation will be based on common sense.

0

No relevant evaluation.

- (d) Discuss the view that education is the main influence on the learning of social roles. [18]

AO1: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Candidates should examine education and how expected patterns of behaviour regulate social life. They should look at other secondary agencies of socialisation in relation to the part played by education and also the role of primary socialisation.

Concepts such as:

Candidates may refer to concepts such as culture norms, values, primary and secondary socialisation, social control, role models, labelling, stereotyping, hidden curriculum.

Studies – such as:

Lees, Sharpe, Willis.

Contemporary Examples:

Relevant examples should be rewarded.

Theory – such as:

Candidates may use functionalism, marxism, symbolic interactionism, feminism, postmodernism

11-14

The candidate will display a range of knowledge and understanding of the concepts of education and social roles and associated evidence and ideas. Answers in this band will use a range of relevant conceptual, and/or theoretical, and or empirical evidence and contemporary examples. Answers in this band will show knowledge of other influences on social roles besides education. At the top of the band there will be clear knowledge and understanding of social roles and the process of and agents of socialisation. Candidate will present material in a manner that directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding of the concepts of education and social roles and associated evidence and ideas. Responses will be less well developed than in the band above. The range of relevant conceptual, and/or theoretical, and or empirical evidence will be narrower, but this will be covered in some detail. Evidence should be offered to support or reject the view that education is the main influence on social roles. There may be knowledge of other agencies of socialisation covered to the detriment of education itself. The candidate will present material in a manner that 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 education and social roles. Answers in this band will be largely descriptive showing understanding of the concepts, but little understanding of the relationship between the two, therefore showing partial knowledge and understanding and will be characterised by a lack of conceptual, and/or theoretical, and or empirical evidence which may be implicit and in need of further clarification and elaboration. Towards the top of the band there will be examples from education or an overview of the power of education.

The candidate will present material in a manner that partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

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

0

No relevant 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 education is the main influence on the learning of social roles. Candidates will engage in the debate surrounding the extent to which education or other agencies of socialisation influence the social roles people adopt. The data will either be relevant conceptual, and/or theoretical, and or empirical 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 kinds of data, referring to education or social roles only. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (8 marks)**Some possible points of evaluation**

The best answers will use critical material to raise issues on education and social roles, showing the power of other influences such as, for example, the family, mass media or peer groups. The power of resistance against these social roles pushed via education, choice and opportunity, and changing social roles may be examined. Some may evaluate through juxtaposing contrasting views. Others may adopt an evaluative tone.

7-8

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the extent to which education is the main influence on the learning of social roles. Critical material will be employed. Anticipate sustained evaluation at this level, addressing both sides of the argument.

5-6

The candidate will show the ability to evaluate some of the available sociological evidence and arguments about the extent to which education is the main influence on the learning of social roles. The evaluation in this band will be a narrower range than in the band above. Evaluation may be through juxtaposition and is unlikely to be sustained throughout the answer. Candidates may present a clear, but inadequately supported position.

3-4

The candidate will show the ability to make basic evaluation of the evidence and arguments about the extent to which education is the main influence on the learning of social roles. The tone of this 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 education is the main influence on the learning of social roles. Any other points will be based on common sense assertion.

0

No relevant evaluation.

**Mark Scheme 2533
January 2006**

OPTION 1: The Family

1 (a) Identify and explain two types of family diversity. [15]

Candidates may elaborate on any two from:

- *One parent families*
- *Childless couples*
- *Re-constituted families*
- *Diversity evident in some ethnic minority communities e.g. extended families, matrifocal families*
- *Aspects of regional diversity, cultural diversity, structural etc...*
- *Dual-career families*
- *Men taking on the role of 'house-husband'*
- *Gay and lesbian families*
- *The beanpole family*
- *Nuclear family is to be accepted as is extended family etc.. but the answer should show a sociological knowledge & understanding of the term 'diversity'*
- *Any other reasonable response*

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two types of family diversity. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both types. At the bottom of the band this may be uneven and provided in depth for only one type. 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 types of family diversity and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and 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 types of family diversity but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not 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 type of family diversity and/or 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.

- (b) Outline and discuss the view that UK government policies support traditional family values. [30]

Candidates may refer to some of the following aspects:

- *Candidates may argue that successive governments have tended to support a traditional model of the family i.e. married, heterosexual with children, a male breadwinner and dependent wife.*
- *Evidence may include policies supporting this model e.g. same sex couples not afforded the same rights as heterosexuals, promotion of marriage in sex education, divorce law and cooling off period, housing priority to couples with children, Child Support Agency supporting role of male breadwinner, cohabiting man assumed to financially support woman and children, limited nursery provision, care in the community relying on informal care of relatives (by women), housing provision generally for nuclear family with two children, family friendly initiatives in the work-place.*
- *Evidence may be drawn from less contemporary sources e.g. policies from the Thatcherite period.*
- *Evaluation may refer to extent of diversity and provisions which support alternative family forms e.g. lowering the age of consent for homosexuals, abolition of clause 28, child benefit paid to mothers, welfare state support for single parents, working family tax credit, proposals to extend school opening hours to include breakfast and after school clubs, New Deal, removal of married man's tax allowance, tax relief on childcare allowing women to work, separate tax assessments for husbands and wives, paternity leave.*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that UK government policies support traditional family values. At this level reference to policy will be quite well informed and knowledge and understanding of both sides of the argument will be evident. Candidates may show a clear understanding of the term 'traditional family values' and may contextualise it within the theory of the New Right. 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. Knowledge of counter arguments to the view 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 UK government policies support traditional family values. Expect to see less of an informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for the government supporting traditional family values as well as those which highlight support for diversity, one or other emphasis will be relatively neglected. 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 UK government policies support traditional family values. The candidate will present a range of arguments but is likely to concentrate on one side of the view entirely at the expense of the other. 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 UK government policies support traditional family values. 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 UK government policies support traditional family values. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. 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.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that UK government policies support traditional family values. Expect to see some interpretation of patterns and/or trends and/or research data on both sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5 The candidate displays some ability to interpret different types of data about the view that UK government policies support traditional family values. Answers here will be more superficial and inaccurate than in the above levels and are likely to concentrate on one side of the view at the expense of the other.

1-3 The candidate displays limited ability to use at least one form of data about the view that UK government policies support traditional family values.

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 UK government policies support traditional family values. The level of discussion will sustain relevance and coherence. Expect to see evaluation 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 others.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that UK government policies support traditional family values. 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 related to the view that UK government policies support traditional family values. Evaluation may be assertive and/or one sided.

1-2 The candidate is aware of at least one issue involved in the evaluation of the view that UK government policies support traditional family values.

0 No relevant evaluation.

- 2 (a) Identify and explain *two* reasons for marital breakdown in the contemporary UK.

[15]

Candidates may elaborate on any two from:

- *Changing norms and values in general, and also, in relation to marriage and divorce.*
- *Functionalist view that marital breakdown indicates that partners have higher expectations from marriage and that it is, therefore, more valued.*
- *The isolated nuclear family places a greater burden on its members.*
- *The effect of structural differentiation on the family means that there are fewer bonds between members.*
- *The individualism of modern society places greater emphasis on self-fulfilment and personal and choice.*
- *Divorce more accessible.*
- *Secularization.*
- *Women's increased role in the labour market.*
- *Any other reasonable response.*

Explanations may draw on the influence of wider social changes e.g. trends towards individualism, structural differentiation, consumerism, post-modernist arguments etc.

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two reasons for marital breakdown in the contemporary UK. 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 marital breakdown in the contemporary UK and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and 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 marital breakdown in the contemporary UK but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. 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 example of a reason for marital breakdown in the contemporary UK and/or 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.

- (b) **Outline and discuss the view that the increase in divorce rates since the 1970s is a sign that family life is in decline.** [30]

There is a range of approaches to this question and some candidates may engage with the view and choose to look at the question of decline in a broader context, evaluating with reference to other indicators of the decline of family life. Candidates may engage with the view and, in evaluation, provide evidence of change and diversity rather than decline. Expect to see reference to some of the following aspects:

- *Divorce, child abuse and domestic violence may be referred to selectively as well as issues concerning the changing role of women in society, patterns of marriage or cohabitation, alcoholism, drug abuse, increased teenage pregnancy.*
- *In the top bands, relevant reference to theoretical positions may be made e.g. New Right, Feminist, Marxist, Radical Psychiatry and/or data on child and domestic violence. Less focussed responses may use this data to discuss the dysfunctional elements of family life rather than their role in the decline of family life.*
- *The view may be supported by the argument that the emphasis on increased individualism as a result of Thatcherism has led to an attitude of self-fulfilment rather than self-sacrifice and has eroded traditional family values.*
- *Changes in the structure of family life with the increase in diversity seen as a sign of decline **or** a sign of the continuing popularity of family life.*
- *Loss of contact with fathers, as evidence of decline.*
- *Changes in the relationship between adults and children may be cited as evidence for decline **or** popularity. Candidates may refer to concern over truancy rates as evidence of loss of parental control and, therefore, a decline in family life. Reference may be made to arguments about the 'sibling society' and the lack of differentiation between adults and children.*
- *In countering the view, candidates may present data on marriage and re-marriage rates, increased cohabitation and the persistence of the nuclear family.*
- *Functionalist arguments about increased divorce rates indicating higher expectations from marriage and family life.*
- *Post-modernist arguments relating to diversity and choice.*
- *Some candidates may challenge the view itself, suggesting that empty shell marriages, domestic violence and child abuse were common in the past and greater openness is all that has occurred; divorce saves a dysfunctional family.*
- *Candidates may draw on evidence used in (a) but this should be applied appropriately in relation to the decline in family life.*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that the increase in divorce rates since the 1970s is a sign that family life is in decline and of relevant sociological ideas and concepts. At this level there may be conceptual and/or theoretical understanding and/or knowledge or recent studies of family change which may be well developed. There may be some 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. 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 increase in divorce rates since the 1970s is a sign that family life is in decline and of associated evidence and ideas. Whilst answers may present knowledge and understanding of the arguments for the view and some knowledge of change and diversity, one or other emphasis will be relatively neglected. 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 the increase in divorce rates since the 1970s is a sign that family life is in decline and of some associated sociological ideas and concepts. Answers are unlikely to balance the arguments for the view against those regarding change and diversity. 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 increase in divorce rates since the 1970s is a sign that family life is in decline 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 the increase in divorce rates since the 1970s is a sign that family life is in decline. At the top of the band evidence will contain a high level of depth and/or breadth. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. This will be less developed at the bottom of the band. Material relating to class or 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 the increase in divorce rates since the 1970s is a sign that family life is in decline. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument.

- 4-5 The candidate displays some ability to interpret different types of data about the view that the increase in divorce rates since the 1970s is a sign that family life is in decline. 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 about the view that the increase in divorce rates since the 1970s is a sign that family life is in decline.
- 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 increase in divorce rates since the 1970s is a sign that family life is in decline. Candidates may select from and use a range of arguments in evaluation, such as the arguments for change and diversity, family instability in the past or factors other than divorce which indicate decline in family life. In evaluation, reference may be made to strong family forms among certain class and ethnic groups. 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 the increase in divorce rates since the 1970s is a sign that family life is in decline. 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. A degree of balance should be evident.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the increase in divorce rates since the 1970s is a sign that family life is in decline'. Answers in this band may be more inaccurate than in the above levels and may 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 increase in divorce rates since the 1970s is a sign that family life is in decline. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

OPTION 2: Mass Media**Mass Media**

- 3 (a) Identify and explain *two* ways in which media audiences select the messages they receive. [15]

Candidates may elaborate on any two from:

- *Selective filter model – audience only lets certain messages through*
- *Selective exposure – the audience watches, listens to or reads media products that it wants to – exerts choice/control*
- *Selective perception – audience only notes certain messages and ignores others*
- *Selective retention – audience is selective in what information it remembers*
- *Uses and gratifications approach – audience uses media for its own purposes*
- *Reference may be made to the structured interpretation model with its view that people interpret media messages according to factors relating to their social identity e.g. class, ethnicity, gender, age etc.*
- *Active audience approach – sees people as active in their interaction with the media, exercising choice and selectivity and not easily influenced*
- *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 audiences select the messages they receive. 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 media audiences select the messages they receive and of associated sociological evidence. This may be uneven e.g. by over-concentration on one example, or a general or partial knowledge and understanding of sociological evidence. 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 ways in which media audiences select the messages they receive. Two ways may be identified but the distinctions between them unclear. 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 audiences select the messages they receive and/or 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.

(b) Outline and discuss the view that censorship of the media is unnecessary.**[30]**

There are a variety of approaches to this question. A range of models and related research may be presented. At the top end, the ideological standpoint behind the view may be made clear. In evaluation, some candidates may separate out issues e.g. sex or violence, presenting arguments for more or less censorship on one aspect of media content rather than another. Some candidates may focus in the feminist position on male violence/effects of pornography. Candidates may base their answers around some of the following;

- *Audience centred approaches which challenge alleged dangers*
- *Uses and gratifications model, critical and discriminating audience factions*
- *Arguments around freedom of choice*
- *Arguments challenging the validity of positivist models of media effects*
- *Reference to factors other than the media which may influence behaviour*
- *The interrogation of the effectiveness or otherwise of current censorship measures*
- *In evaluation, explanations and evidence showing that the media have negative effects on all or part of the audience and therefore should be controlled. Reference to increasing use of Internet may be made.*
- *In evaluation, the role of the media in deviancy amplification may be evident in more sophisticated responses*
- *Theoretical approaches on media effects e.g. hypodermic syringe, cultural effects*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that censorship of the media is unnecessary and of relevant sociological ideas and concepts. 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. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter-arguments demonstrated. 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 censorship of the media is unnecessary and of associated sociological ideas and concepts. Knowledge of arguments in support of the view in the question will be less clear and understanding of counter-arguments less developed. 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 censorship of the media is unnecessary and of some associated sociological ideas and concepts. A limited range of points will be made with superficial examples perhaps of marginal relevance. 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 censorship of the media is unnecessary 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 censorship of the media is unnecessary. 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 censorship of the media is unnecessary. At this level there will be less range and some evidence 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 censorship of the media is unnecessary. Answers here will concentrate on one side of the view at the expense of the other.

1-3 The candidate displays limited ability to use at least one form of data about the view that censorship of the media is unnecessary.

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 censorship of the media is unnecessary. The level of discussion will sustain relevance and coherence. Counter-arguments highlighting the negative influence and/or damaging effects of the media will be presented. At the top of the band, candidates may discuss the role of the media in the amplification of deviance. 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 argument about the view that censorship of the media is unnecessary. 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 related to the view that censorship of the media is unnecessary. Discursive points may be 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 censorship of the media is unnecessary. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

- 4 (a) **Identify and explain two moral panics which have been reported in the media.** [15]

A moral dimension to the issue should be evident as distinct from panic/scares that do not fulfil this criteria e.g. food shortages, BSE in livestock, mad cow disease (unless an appropriate connection with a moral element is made). Any two examples may be given from a range of media output such as:

- *Islamic extremists in UK*
- *Terrorist threats*
- *Alcohol abuse and violent behaviour among young people*
- *Changes in behaviour of young women e.g. ladettes*
- *Drug abuse among young people*
- *Use of firearms by young people*
- *Mods and Rockers (1960s)*
- *Mugging in the 1970s*
- *Punk rock (1970s)*
- *HIV/Aids (1980s)*
- *Satanic child abuse (1980s)*
- *Acid raves, ecstasy (1990's)*
- *Video nasties (1980s/90s)*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two moral panics which have been reported in the media. Understanding of the term moral panic should be clear (public concern about perceived threat to societal values and interests from often stereotyped individuals or groups etc). At this level clear understanding of the nature of moral panics will be evident – cause concern, hostility, perceived threat to values, panic disproportionate to reality. 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. 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 moral panics which have been reported in the media and of associated sociological evidence. 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 the term moral panic. The examples will be related in a more anecdotal rather than theoretical 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 moral panics which have been reported in the media but the relevance of the examples to the wider context may not be clearly established. Two issues which do not have a moral dimension should not be rewarded above the top of this band. One example fully explained and well communicated 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 moral panic which has been reported in the media. The material presented will be sparse and lacking detail and understanding is vague and 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.

- (b) **Outline and discuss the view that the media has an immediate and powerful influence on its audience.** [30]

Both theoretical argument and empirical data supporting/ challenging the view may be discussed. Answers may present informed debate with contemporary examples. Candidates may discuss a range of media forms or one in depth. Expect to see reference to some of the following aspects:

- *Discussion of the Hypodermic Syringe Model of media effects and the view of the audience as passive and homogenous*
- *Case studies and their alleged link to screen violence e.g. Jamie Bulger and Child's Play, Nathan Martinez/Natural Born Killers, Columbine School shootings and the Internet/rock music may be presented. If used, these should be substantiated and/or contextualised within the sociological debate about their value as evidence which proves a correlation with violent behaviour.*
- *Some candidates may include discussion of the feminist position on male violence/effect of pornography on the audience.*
- *Research evidence – Packard, Bobo Doll experiment, Frankfurt School, Newson*
- *In evaluation, candidates may refer to effects theories which indicate an influence which is less immediate e.g. drip-drip effect, cultural effects theory and discussion may include active audience approaches, uses and gratifications model and/or relevant concepts from reception analysis and the selective filter model. Some candidates may refer to negotiated reading, oppositional reading and/or structured interpretation model.*
- *In evaluation, candidates may refer to censorship or other forms of regulation, which may mitigate the influence of the media on its audience or illustrate the power of the media through the necessity for controls.*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that the media has an immediate and powerful influence on its audience and of relevant sociological evidence and ideas. At the top of the band the view may be located theoretically. At the top of the band answers will possess depth, detail and/or breadth. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. 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 has an immediate and powerful influence on its audience and of associated sociological ideas and concepts. Theoretical argument and/or empirical data supporting/challenging the view will be discussed in less depth than in the above band. Knowledge and understanding of counter-arguments may be partial. At this level answers will be less informed and examples are likely to be less contemporary. 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 the media has an immediate and powerful influence on its audience and of some associated sociological ideas and concepts. Some arguments presented may be unsupported. 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 has an immediate and powerful influence on its audience and /or of a relevant piece of sociological 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 the media has an immediate and powerful influence on its audience. 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. A number of pertinent case studies may be summarised and contextualised within the framework of sociological theory.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media has an immediate and powerful influence on its audience. Expect to see discussion of a range of models and some relevant examples but treated in an unbalanced or superficial way. Evidence 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 the media has an immediate and powerful influence on its audience. Expect to see a narrow range of data and little reference to contemporary examples.
- 1-3 The candidate displays limited ability to use at least one form of data about the view that the media has an immediate and powerful influence on its audience.
- 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 has an immediate and powerful influence on its audience. Expect to see a wide-ranging discussion of a range of competing models. There may be a clear attempt to judge the extent to which the media is able to exert influence against particular audience factions who are active and able to exercise choice or who are more susceptible. 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 the media has an immediate and powerful influence on its audience. 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 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 related to the view that the media has an immediate and powerful influence on its audience. Discursive points may be 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 the media has an immediate and powerful influence on its audience. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

OPTION 3: Religion

- 5 (a) **Identify and explain two ways in which religious belief has changed in the UK over the last 50 years.** [15]

Candidates may elaborate on any two from:

- *Growth of NRMs*
- *Decline in some more traditional forms or religion.*
- *Concept of the 'spiritual shopper'*
- *Assimilation of secular social developments including ordination of women priests in the Church of England, debates over gay clergy, recognition of scientific world view, engagement with mass media.*
- *Growth of fundamentalism*
- *Growth of multi-culturalism and Britain as a multi-faith society.*
- *Change in social status of religious leaders e.g. clergy in some religious institutions.*
- *Relevant issue drawn directly from the secularisation debate e.g. decline in church attendance, church closures, redundancies among clergy, loss of influence or related concept including disengagement, societalization, desacralization and disenchantment.*
- *Privatisation of belief.*
- *Any other reasonable response.*

Explanations may draw on the influence of wider social changes e.g. trends towards individualism, structural differentiation, consumerism, post-modernist arguments etc.

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two ways in which religious belief has changed in the UK over the last 50 years. 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 religious belief has changed in the UK over the last 50 years and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and 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 ways in which religious belief has changed in the UK over the last 50 years but the breadth of discussion will be more limited and examples given less pertinent or their relevance not 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 religious belief has changed in the UK over the last 50 years and/or 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.

- (b) Outline and discuss the view that Britain, as a multi-faith society, is now less religious. [30]

There is a range of approaches to this question. Expect to see reference to religious pluralism and its impact on arguments concerning secularisation. Candidates may refer to some of the following aspects:

- *Berger's view that religious pluralism represents a dilution of belief*
- *Bruce's view that religious pluralism undermines the communal base of belief and his assertion that religious diversity is less about belief and more about its social importance.*
- *Postmodernist arguments about 'the spiritual shopper', Bauman on postmodernity and religion.*
- *Giddens on religion and high modernity.*
- *Religious fundamentalism and the search for certainty.*
- *The question of social profile may be discussed with reference to class, gender, ethnicity and/or age in the context of a multi-faith society being less elitist and religion more accessible to a range of social groups.*
- *In evaluation, the views of Stark and Bainbridge on religion and compensators.*
- *Heelas on the New Age as evaluation against the view.*
- *A range of arguments from the secularisation debate may be used to provide evaluative discussion of the role of other factors in the decline of religion.*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that Britain, as a multi-faith society, is now less religious and of relevant sociological ideas and concepts. The answer may draw heavily on the secularisation debate but the focus will be fixed on the multi-faith dimension. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. 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. Knowledge of counter arguments to the view in the question 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 Britain, as a multi-faith society, is now less religious, 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 a tendency to focus on one aspect of the view. Knowledge and understanding of counter-arguments will be partial, if presented at all. 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 Britain, as a multi-faith society, is now less religious, and of some associated sociological ideas and concepts. A simple outline of some aspects of the secularisation debate 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 Britain, as a multi-faith society, is now less religious, 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 Britain, as a multi-faith society, is now less religious. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that Britain, as a multi-faith society, is now less religious. At this level there will be less range and examples will be superficially explained in terms of their relevance to the view.

4-5 The candidate displays some ability to interpret different types of data about the view that Britain, as a multi-faith society, is now less religious, or relevant points feature but are poorly organised in a loosely focussed interpretation of the extent to which Britain as a multi-faith society is now less religious.

1-3 The candidate displays limited ability to use at least one form of data about the view that Britain, as a multi-faith society, is now less religious.

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 Britain, as a multi-faith society, is now less religious. The level of discussion will sustain relevance and coherence. Counter-arguments highlighting the changing rather than declining nature of religious belief and practice will be presented and the candidate may include evaluative comments about the role of other factors in the decline of religion. 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 Britain, as a multi-faith society, is now less religious. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates will present judgements or summaries in relation to some appropriate material, or advance a clear but partial or one sided and less adequately supported position.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that Britain, as a multi-faith society, is now less religious. Discursive points may be 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 Britain, as a multi-faith society, is now less religious. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

- 6 (a) Identify and explain two ways in which religious practice may differ according to gender. [15]

Candidates may elaborate on any two from:

- *Women more likely to attend Christian church (2/3 of attendees)*
- *Most clergy in all religions are men. Anglican Church ordains women but they still cannot be bishops. R.C. Church opposes the ordination of women.*
- *Cross-cultural examples e.g. Men attend mosque more often etc*
- *New Age movements attract more women*
- *Most religions regard women's sexuality as a threat e.g. Eve, the 'churching' of women after child-birth, women's exclusion from worship during menstruation in some religions*
- *Some religions are matriarchal e.g. Judaism*
- *Women more likely to practice private prayer*
- *Women view God as compassionate, men view God as all powerful – this may impact on practice of religion*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two ways in which religious practice may differ according to gender. At the top of the band expect to see points supported by relevant examples with illustrative material elaborating concepts and/or empirical and/or theoretical knowledge and understanding presented 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 religious practice may differ according to gender and of associated sociological ideas and concepts. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical. Examples may be well illustrated but knowledge may be sparse and the nature of belief or practice not well 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 ways in which religious practice may differ according to gender and of associated sociological ideas and concepts. The breadth of discussion will be more limited and examples given less pertinent or their relevance not 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 religious practice may differ according to gender and/or 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.

- (b) **Outline and discuss the view that religion can be oppressive in the way that it controls some social groups.** [30]

There is a range of approaches to this question. There may be reference to gender, class, ethnicity, sexuality and/or age. Candidates may focus on one social group or look across a range and discuss the ways in which religion exerts control differentially or uniformly. Candidates may refer to some of the following aspects:

- *Some groups seen as deviant e.g. gays and lesbians*
- *Sexuality seen as a threat*
- *Ways in which religion seeks to control women's bodies through practices like 'churching', female circumcision, veiling of Islamic women etc*
- *Marxist views on the opiate-effect to quell disadvantaged groups*
- *Feminist analyses of the response of religion to women in society and in the church e.g. historical - witch-hunts*
- *In evaluation, the radical effect of religion on some groups e.g. Hall on Rastafarianism, Liberation theology*
- *In evaluation, ways in which religion brings a sense of freedom to those from disadvantaged groups e.g. women's experience of New Age movements can lead to a more general liberation and political consciousness, Islamic women have reported feeling liberated by wearing the veil.*
- *In evaluation, the role of religion in promoting social change which benefits oppressed groups e.g. liberation theology.*
- *In evaluation, discussion of religion as promoting stability not oppression*
- *In evaluation religion may be proposed as indiscriminating and oppressive to all not just some social groups.*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that religion can be oppressive in the way that it controls some social groups and of relevant sociological ideas and concepts. Expect to see a range of religious groups and/or a range of social groups discussed. There should be some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. 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. 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 can be oppressive in the way that it controls some social groups 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 a tendency to focus on one aspect of the view. Knowledge and understanding of counter-arguments will be partial, if presented at all. 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 can be oppressive in the way that it controls some social groups and of some associated sociological ideas and concepts. A simple outline 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 can be oppressive in the way that it controls some social 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.

AO2a Interpretation and Analysis

- 10-12 The candidate shows the ability to select and analyse data appropriate to the view that religion can be oppressive in the way that it controls some social groups. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that religion can be oppressive in the way that it controls some social groups. At this level 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 religion can be oppressive in the way that it controls some social groups. Candidates may refer to a few substantive examples but these may be 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 can be oppressive in the way that it controls some social groups.
- 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 can be oppressive in the way that it controls some social groups. Expect to see explicit evaluation of related concepts and/or studies and/or theoretical arguments that address aspects of the view. 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 religion can be oppressive in the way that it controls some social groups. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates may present judgements or summaries in relation to some appropriate material, or advance a clear but partial and less adequately supported position.
- 3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that religion can be oppressive in the way that it controls some social groups. Discursive points may be 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 religion can be oppressive in the way that it controls some social groups. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

OPTION 4: Youth and Culture

- 7 (a) **Identify and explain two ways in which youth subcultures may be influenced by ethnicity.**

[15]

Candidates may elaborate on any two from:

- *Racism, cultural domination, cultural hybridity etc. may be cited as leading to the development or shaping of some youth subcultures.*
- *Influence of diasporas in shaping new forms of sub-cultural expression.*
- *Reference to specific examples of youth subcultures and their connection with particular ethnic groups e.g. Rastafarians, white tribes.*
- *Reference to specific examples of studies associated with youth culture and ethnicity e.g. Hall on young black street culture, Pryce on black youth in Bristol, Rattansi on new cultural identities, Gilroy on gangsta rap and hip-hop.*
- *Reference to general concepts associated with the formation of youth subcultures, explained in terms of ethnicity e.g. cultural resistance, status frustration.*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two ways in which youth subcultures may be influenced by ethnicity. There may be explicit reference to different ethnic groups and the youth subcultures associated with them. 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 youth subcultures may be influenced by ethnicity and of associated sociological ideas and concepts. The level of elucidation will be less wide-ranging than in the previous band and evidence, although accurate 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 ways in which youth subcultures may be influenced by ethnicity and of associated sociological ideas and concepts. The breadth of discussion will be more limited and examples given less pertinent or their relevance not 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 youth subcultures may be influenced by ethnicity and/or 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.

- (b) **Outline and discuss the view that belonging to a youth subculture is a response to an individual's social class.** [30]

Candidates may refer to some of the following aspects:

- *Problems of unemployment, loss of community*
- *Studies on particular youth subcultures e.g. Clarke, Willis, Hebdige etc*
- *Theoretical material from CCCS*
- *More recent research from McRobbie, Willis, Reimer etc*
- *In evaluation, over-romanticised reading of youth styles*
- *In evaluation, the functionalist arguments about the value of youth culture related to age*
- *Shared experience of all youth irrespective of class of origin (status frustration, greater hedonism, parental/adult conflict, less social responsibility, legal restrictions)*
- *In evaluation, role of the media in constructing youth styles, impact of consumerism, postmodernist views*
- *Candidates may differentiate between class, gender, ethnicity etc and their relative significance in youth subcultures. Reference to crisis in masculinity, patriarchy etc*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that belonging to a youth subculture is a response to an individual's social class. Expect to see relevant theoretical references and/or empirical examples and/or concepts. 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 belonging to a youth subculture is a response to an individual's social class 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. 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 belonging to a youth subculture is a response to an individual's social class and of some associated sociological ideas and concepts. A weak but marginally relevant case may be put but it will be superficial and lacking in accuracy. 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 belonging to a youth subculture is a response to an individual's social class and /or of one associated sociological idea or concept. 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 belonging to a youth subculture is a response to an individual's social class. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that belonging to a youth subculture is a response to an individual's social class. At this level there will be less range and examples may be superficially explained in terms of their relevance to the view.
- 4-5 The candidate displays some ability to interpret different types of data about the view that belonging to a youth subculture is a response to an individual's social class. Although relevant points feature they may be poorly organised in a loosely focussed interpretation of the extent to which belonging to a youth subculture is a response to an individual's social class.
- 1-3 The candidate displays limited ability to use at least one form of data about the view that belonging to a youth subculture is a response to an individual's social class.
- 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 belonging to a youth subculture is a response to an individual's social class. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. 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 belonging to a youth subculture is a response to an individual's social class. Candidates will present judgements or summaries in relation to some appropriate material, or advance a clear but less adequately supported position. 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 related to the view that belonging to a youth subculture is a response to an individual's social class. Discursive points may be 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 belonging to a youth subculture is a response to an individual's social class. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

- 8 (a) Identify and explain two reasons why young people may join gangs.

[15]

Candidates may elaborate on any two from:

- *Peer pressure*
- *Status frustration (in the case of males, educational underachievement, crisis in masculinity)*
- *Acquisition of subcultural identity in the face of loss of other identities*
- *Increased media profile as a result of amplification of deviance and moral panic*
- *More drugs and street crime resulting in more young deviant criminal opportunities*
- *Reaction against agents of social control e.g. family, police, school etc.*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

- 13-15 The candidate shows a range of knowledge and understanding of two reasons why young people may join gangs and of relevant 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 (e.g. reference to subcultural theories) and perhaps explicit mention of class, gender or ethnic differences. 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 young people may join gangs and of associated sociological ideas and concepts. Theories of juvenile delinquency may be briefly referred to but the candidate is more likely to provide relevant substantive examples which illustrate some key reasons well. Class, gender and ethnicity may be alluded to. 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 why young people may join gangs and of some sociological ideas and concepts. The breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. 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 example of a reason why young people may join gangs and/or 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.

- (b) **Outline and discuss the view that greater social control of young females results in them becoming less delinquent than young males.** [30]

There is a range of approaches to this question and there is scope for candidates to be creative in their response. Candidates may challenge the view that girls are less delinquent or may offer different reasons for their conformity. The extent of social control may be discussed in relation to class and ethnicity and applied to males as well as females. Expect to see discussion of some of the following:

- *The shape of girls' social control including socialisation by family, school, media, peers into ideas about love, romance, marriage, motherhood, sexuality etc.*
- *Heidensohn on girls' lack of opportunity to commit crime due to greater surveillance*
- *Pressures on girls to conform may be discussed in some depth through, for example, the work of Sue Sharpe*
- *In evaluation, evidence of non-conformity e.g. rise in girl gangs, ladettes, new femininities etc*
- *In evaluation, the relative invisibility of girls in studies of youth*
- *In evaluation, the extent of masking of female delinquency exposed by studies such as Campbell's. In evaluation, ways in which female crime is handled differently e.g. chivalry factor*
- *In evaluation, interplay of class and ethnicity as factors influencing delinquency*
- *In evaluation, more sophisticated responses may discuss post-modern ideas about the blurring of gender identities with, for example, new masculinities and femininities*

AO1 Knowledge and Understanding

- 8-9 The candidate shows a range of knowledge and understanding of the view that greater social control of young females results in them becoming less delinquent and of relevant sociological evidence and ideas. Answers should be well informed about the pressures on girls to conform to mainstream values. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. 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. Knowledge of counter arguments to the view in the question 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 greater social control of young females results in them becoming less delinquent and of associated sociological evidence and ideas. Expect to see more traditional material presented. At this level, the emphasis may be more anecdotal than empirical. 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 greater social control of young females results in them becoming less delinquent and of some associated 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 greater social control of young females results in them becoming less delinquent 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 greater social control of young females results in them becoming less delinquent. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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.
- 6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that greater social control of young females results in them becoming less delinquent. At this level there will be less range and evidence will be superficially explained in terms of its relevance to the view. Relevant evidence will be presented but may be poorly organised in a loosely focussed interpretation of the extent to which the greater social control of young females results in them becoming less delinquent.
- 4-5 The candidate displays some ability to interpret different types of data about the view that greater social control of young females results in them becoming less delinquent. Answers at this level are likely to be accurate but primarily anecdotal with little conceptual and/or empirical and/or theoretical evidence.
- 1-3 The candidate displays limited ability to use at least one form of data about the view that greater social control of young females results in them becoming less delinquent.
- 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 greater social control of young females results in them becoming less delinquent. The level of discussion will sustain relevance and coherence. There may be reference to the impact of class and ethnicity. 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 greater social control of young females results in them becoming less delinquent. 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 greater social control of young females results in them becoming less delinquent. 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 greater social control of young females results in them becoming less delinquent. The view will be either supported or refuted in a limited way.
- 0 No relevant evaluation.

**Mark Scheme 2534
January 2006**

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

A graph has been removed due to third party copyright restrictions

Details: A graph showing the percentage of households with selected durable goods

Source: Adapted from the Expenditure & Food survey, 2003.

ITEM B

You have been asked to consider a research design in terms of its reliability, validity, representativeness and generalisability. The research is about the experiences and difficulties which are faced by long-term unemployed men. The research design consists of:

- Selecting an area of the country with high male unemployment for a case study;
- Selecting a volunteer sample by placing an advert in the local newspaper, requesting volunteers from the male unemployed;
- Carrying out unstructured interviews with this sample to research their experiences and difficulties;
- Undertaking a period of participant observation in the area with a government-funded scheme, designed to equip unemployed men with skills to improve their chances of finding work.

Questions

- (a) Briefly explain the concept of Representativeness. [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:

- *Sampling issues*
- *Relationship with theory (e.g. Positivism)*
- *The linking of the concept 'representativeness' with the concept 'generalisability'*
- *Examples of sociological research which is associated with the concept.*

4-6 At the top of this band, responses display a range of knowledge and understanding of the concept 'representativeness' and responses will directly address the question. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept. Typically responses may include material that confuses some aspects but there will be a sense of the core meaning of the term. The core meaning of the term must include reference to sampling. Responses will present material in a manner, which addresses the question. There may be some errors of grammar, punctuation and spelling.

1-3 At the top of this band, knowledge and understanding of the term 'representativeness' will be partial and/or insufficient. Answers at the bottom of this band will display an awareness of one aspect of the term. Responses may 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 changes in households possession of durable goods between 1995 and 2002. [8]

AO2a Interpretation and Analysis

Allow the following two main changes:

- *The percentage of households which own a mobile phone has increased from 11% to 65%, a 54% point increase.*
- *The percentage of households which possess Internet connection has increased by 36 percentage points (from 4 to 40 %)*

7-8 Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main changes between 1995 and 2002. Award full marks to responses that clearly identify the **two** points listed above. Candidates who identify the two main changes 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 **two** main changes. Interpretation may be comparative but descriptive in tone. The second change 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 change without any accurate reference to a second. Alternatively, candidates will identify the two main changes, but offer no statistical support. 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**. Award two marks for the accurate identification of one main change. There will be a tendency to indiscriminately describe the data rather than answer the question.
- 0 No relevant points

(c) Using Item B, identify and explain one strength and one weakness of the research design. [16]

Strengths

- *Strengths of using a case-study type sample;*
- *Strength of using a volunteer sample to access the group;*
- *Advantages (validity/reliability) of one of the methods (unstructured interviews; participant observation).*
- *The advantage of methodological pluralism*
- *Any other reasonable response.*

Weaknesses

- *The representativeness of the sample (one area; volunteer sample; only men; one government funded scheme);*
- *Validity or reliability issues of one of the methods – unstructured interviews; participant observation.*
- *Ethical issues (participant observation of a sensitive issue)*
- *Any other reasonable response.*

AO1 Knowledge and Understanding (inc. Presentation and Understanding)

- Knowledge and Understanding of a key concept
- Explanation of the strength or weakness

7-8 The candidate will display a range of knowledge and understanding. Responses will correctly identify one strength and one weakness 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 for each strength / weakness. At the bottom of the band, explanation for either the strength or the weakness 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 one strength and one weakness 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 **or** one weakness in an accurate and conceptually detailed way, but references to another strength or weakness may be under-developed;
- One strength **and** one weakness, both underdeveloped, but including partial (or implicit) 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 **or** one weakness, explaining it fully;
 - Identify one strength **and** one weakness, but explanation will be partial and will probably not include any accurate references 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 one strength and one weakness without any explanation;
 - Identify one strength or one weakness with partial explanation;
 - At the bottom of this band, answers will offer one strength or one weakness without any explanation.
- 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 and weakness on the aims of the research.
- 7-8 Responses display the ability to select appropriate elements from the research design for analysis. At the top of this band, answers will clearly and accurately explain *how* one of the features of the research design could be regarded as a strength / weakness in relation to the given context and the aims of the research. At the bottom of this band, answers will be less developed for either the strength or the weakness.
- 5-6 Responses display some ability to select one strength and one weakness of the research design but analysis of these may be partial, and lacking depth and detail in terms of how the strength / weakness affects the research aims. Alternatively, candidates will select one strength **or** weakness and subject it to full analysis. 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 one strength **and** one weakness but analysis is generalised.
 - Selecting only one strength **or** weakness 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.
- 0 No relevant points

- d) **Outline and assess one sociological research method of collecting information about why some people are choosing to work after the official retirement age. [30]**

The most appropriate methods for this research are:

- *Questionnaires*
- *Interviews*
- *Focus groups*
- *Any other reasonable method*

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

- *Sample size / research population*
- *Access to a sample*
- *Sampling method*
- *Response rates*
- *Piloting*
- *Operationalisation of key concepts*
- *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*
- *Ethics*

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. why people are working past the retirement age. 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 research process in context. At the bottom of this band, responses may evaluate the research design in relation to the key research concepts but may lack 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. Answers in this band will be less well developed at sustaining an assessment of the data collection technique. At the bottom of this band there may be a tendency towards general commentary, rather than an assessment of the issues related specifically to the research task. Answers should express a judgment on how effective the method may be in relation to the research concepts.
- 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]

**Mark Scheme 2536
January 2006**

1 Outline and assess the view that most crime is committed by young urban males.

Expect to see a clear understanding of theories such as subcultural, ecological, Marxist, functionalist, feminist, new right theory. Issues will be discussed such as the official statistics and crime, the importance of sub-cultures, masculinity and crime, social control and crime, transitions into adulthood. Expect to see responses using concepts such as subculture, status frustration, zone of transition, control, labelling, masculinity, focal concerns.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Merton; Cohen; Miller; Cloward and Ohlin; Lea and Young; Gilroy, Cicourel; Chambliss; Hall; Heidensohn..

Assessment objective 1: 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 most crime is committed by young urban males.

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

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that most crime is committed by young urban males. Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to the view that most crime is committed by young urban males. Responses in this band are likely to provide a basic account of crime and young urban males 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 the view that most crime is committed by young urban males. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. solutions to crime. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment Objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that most crime is committed by young urban males. This may focus on a discussion around the measurement of crime as well as explanations for young urban male offending. Specific issues such as subcultures, control, the nature of masculinity, zones of offending, labelling, transitions into adulthood may be discussed.

Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view that most crime is committed by young urban males.

Responses in this band will either be narrowly focussed on one issue e.g. subcultures 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 most crime is committed by young urban males. 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 point relevant to the view that most crime is committed by young urban males. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 accuracy of the official statistics, criticisms of theoretical approaches, the extent to which patterns of offending are changing 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 most crime is committed by young urban males 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 view that the law is used to control powerless groups in society.

Expect to see a clear understanding of theories such as Marxist, feminist, left realist, interactionist theory. Issues will be discussed such as differential policing practices and priorities, ideological and repressive state apparatus, criminalisation and control. Concepts such as negotiation, hegemony, ideology, moral panics, marginalisation, folk devils, patriarchy, military policing, will be used.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Marx; Althusser; Box; Gilroy; Taylor; Walton and Young; Cohen; Lea and Young.

Assessment Objective 1

Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relevant to the view that the law is used to control powerless groups in society. 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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that the law is used to control powerless groups in society.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining the view that the law is used to control powerless groups in society.

Responses in this band are likely to provide a rather basic account of the view that the law is used to control powerless groups in society 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 the view that the law is used to control powerless groups in society. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. explanations for crime in general. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(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 law is used to control powerless groups in society. This may focus on Marxist, feminist, left realist and interactionist accounts of how the law and policing operate. Studies of police practices relating to social class, ethnicity, age and gender, will be discussed in this band. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that the law is used to control powerless groups in society.

Responses in this band will either be narrowly focused on one issue e.g. 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 the view that the law is used to control powerless groups in society. 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 law is used to control powerless groups in society. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b)**Evaluation [0-16 marks]**

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of evidence and appropriate sociological theories. Critical material may raise issues such as the extent to which powerless groups are criminalized, the adequacy of different theories, whether the concepts discussed e.g. moral panics have validity, whether the law is based on consensus 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 law is used to control powerless groups in society. 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.

3 Outline and assess functionalist explanations of the role of the education system.

Expect to see a clear understanding of theories such as functionalist explanations. Issues will be discussed such as the selection function of education, the relationship between education and the economy, education and value consensus, the impact of educational policy. Concepts such as role allocation, meritocracy, vocationalism, value consensus, marketisation, equality of opportunity, curriculum, social solidarity will be used.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Durkheim; Parsons; Fletcher; Davis and Moore; Saunders; Bowles and Gintis; Bourdieu.

Assessment objective 1

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 functionalist explanations of the role of the education system. 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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to functionalist explanations of the role of the education system.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining functionalist explanations of the role of the education system. Responses in this band are likely to provide a rather basic account of functionalist 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 functionalist explanations of the role of the education system. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. educational underachievement. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)

Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of functionalist explanations of the role of the education system. This may focus the relationship between the education system and wider society e.g. the economy, the family. Specific issues such as the curriculum, educational policy, vocationalism, role allocation, the selection function, the importance of value consensus, the significance of meritocracy will be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of functionalist explanations of the role of the education system.

Responses in this band will either be narrowly focused on one issue e.g. role allocation or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of functionalist explanations of the role of the education system. 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 functionalist explanations of the role of the education system. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 address alternative theories questioning functionalist approaches e.g. Marxism, feminism, interactionism. Issues such as whether value consensus exists, the extent to which the education system is meritocratic, whether the selection function is effective may be raised.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about functionalist 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.

4 Outline and assess cultural explanations of inequalities in educational achievement.

Expect to see a clear understanding of theories such as functionalist, Marxist, feminist, interactionist, new right theory.

Issues will be discussed such as cultural factors in relation to social class, ethnicity, gender, the importance of the family, the significance of language, the role of subculture. Expect to see responses using concepts such as cultural deprivation/deficit, cultural capital, language codes, immediate gratification, fatalism, subculture..

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Hyman; Sugarman; Douglas; Saunders; Phillips; Bernstein; Bourdieu; Willis.

Assessment objective 1

Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relevant to cultural explanations of inequalities in educational achievement.

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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to cultural explanations of inequalities in educational achievement.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining cultural explanations of inequalities in educational achievement.

Responses in this band are likely to provide a rather basic account of cultural 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 cultural explanations of inequalities in educational achievement.. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. material explanations. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of cultural explanations of inequalities in educational achievement. This may focus on two or more explanations relating to social class, ethnicity or gender. At least two social groups should be considered. Issues such as language codes, the role of the family, the significance of values, the role of sub-culture will be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of cultural explanations of inequalities in educational achievement.

Responses in this band will either be narrowly focused on one issue e.g. language or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of cultural explanations of inequalities 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 to cultural explanations. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 cultural explanations of inequalities in educational achievement e.g. interactionist accounts of the significance of labelling, the organisation of schools etc. Difficulties in separating cultural from material factors may be raised. The deterministic nature of cultural explanations may be addressed.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about cultural 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.

5 Outline and assess the view that labelling people as ‘mentally ill’ is a form of social control.

Expect to see a clear understanding of theories such as Marxist, interactionist, feminist, post-modernist theory. Issues will be discussed such as the role of the medical profession, social control in relation to social class, ethnicity and gender discipline, discourse and social control, the mortification of self. Expect to see responses in this band using concepts such as labelling, social control, institutionalisation, stigma, modes of adaptation, mortification of self, total institutions, patriarchy, medicalisation.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Becker; Goffman; Szasz; Scheff; Foucault.

Assessment objective 1. Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to the view that labelling people as ‘mentally ill’ is a form of social control.

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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that labelling people as ‘mentally ill’ is a form of social control.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining the view that labelling people as ‘mentally ill’ is a form of social control. Responses in this band are likely to provide a rather basic account of the view that labelling people as ‘mentally ill’ is a form of social control 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 the view that labelling people as ‘mentally ill’ is a form of social control. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. health and illness in general. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that labelling people as 'mentally ill' is a form of social control. This may focus on issues relating to labelling and social class, gender or ethnicity. Specific issues such as the role of the medical profession, discourse and social control, the significance of medicalisation, institutionalisation, the importance of patriarchy will be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that labelling people as 'mentally ill' is a form of social control.

Responses in this band will either be narrowly focused on one issue e.g. institutionalisation 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 labelling people as 'mentally ill' is a form 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 labelling people as 'mentally ill' is a form of social control. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 such as the adequacy of labelling theory, the source of the labels and/or the impact of labelling, whether mental illness is a myth or is a 'real' phenomenon.

[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 labelling people as 'mentally ill' is a form of social control. 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.

6 Outline and assess the view that cultural factors are responsible for inequalities in health and illness.

Expect to see a clear understanding of theories such as cultural and materialist theories of health inequalities, feminism, social constructionism, new right. Issues will be discussed such as values and attitudes, the culture of poverty, the behaviour of people in relation to social class, age, gender, ethnicity, knowledge about health, diet and access to health care, the impact of capitalism on health.

Expect to see responses using concepts such as mortality, morbidity, culture of poverty, underclass, risk, cultural deprivation/deficit, socialisation.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Townsend; Murray; Black report; Graham; Paterson; Currie, Maclynture, Blaxter.

Assessment objective 1

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 cultural factors are responsible for inequalities in health and illness.

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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that cultural factors are responsible for inequalities in health and illness.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining the view that cultural factors are responsible for inequalities in health and illness. Responses in this band are likely to provide a rather basic account of explaining the view that cultural factors are responsible for inequalities in health and illness 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 explaining the view that cultural factors are responsible for inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. material factors. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that cultural factors are responsible for inequalities in health and illness. There may be a focus on theoretical perspectives e.g. new right or on specific issues such as the culture of poverty, lack of knowledge about diet, exercise, access to health care, the nature of risk. At least two social groups should be considered. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of explaining the view that cultural factors are responsible for inequalities in health and illness.

Responses in this band will either be narrowly focused on one issue e.g. diet or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of explaining the view that cultural factors are responsible for inequalities in health and illness. 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 explaining the view that cultural factors are responsible for inequalities in health and illness. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 measurement and social construction of health and illness, the importance of material factors in determining health, the impact of patriarchy and/or racism, the organisation and priorities of the NHS 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 explaining the view that cultural factors are responsible for inequalities in health and illness 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.

7 Outline and assess the view that symbolic communities are constructed through differences in lifestyles.

Expect to see a clear understanding of theories such as feminism, postmodernism, Marxism. Issues will be discussed such as the nature of symbolic communities, the decline of traditional communities, the rise of 'locales', the impact of globalisation, the significance of leisure activities and consumption, identity and the culture industries, the role of communication e.g. mass media/internet. Expect to see responses using concepts such as proto-communities, symbolic communities, locales, identity, scene, culture, taste, authenticity, consumption, lifestyle, globalisation.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

McRobbie; Willis; Frith; Redhead; CCCS; Hebdige.

Assessment objective 1

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 symbolic communities are constructed through differences in lifestyles. 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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that symbolic communities are constructed through differences in lifestyles.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining to the view that symbolic communities are constructed through differences in lifestyles.

Responses in this band are likely to provide a rather basic account of the view that symbolic communities are constructed through differences in lifestyles 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 the view that symbolic communities are constructed through differences in lifestyles. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. discussion about communities in general. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that symbolic communities are constructed through differences in lifestyles. This may focus on theoretical accounts of communities. Issues such as the decline of traditional communities, the importance of taste and fashion, the importance of consumption, the significance of style, communication and technology may 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 aspects of the view that symbolic communities are constructed through differences in lifestyles.

Responses in this band will either be narrowly focused on one issue e.g. consumption 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 symbolic communities are constructed through differences in lifestyles. 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 symbolic communities are constructed through differences in lifestyles. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 such as whether lifestyle 'choices' are linked to structural/material factors, whether social class, ethnicity and gender influence lifestyle, the problems of measuring authenticity, contested definitions of community whether traditional communities are 'dead'.

[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 symbolic communities are constructed through differences in lifestyles.

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.

8 Outline and assess sociological explanations of the importance of popular culture in the construction of gender identities.

Expect to see a clear understanding of theories such as postmodernism, Marxism, feminism. Issues will be discussed such as the nature of gender identities, the importance of globalisation, the role of the mass media, cultural production and consumption, the changing nature of popular culture, the significance of taste and style, the changing nature of the labour market. Expect to see responses using concepts such as popular culture, style, taste, resistance, scene, commodification, globalisation, identity, consumption, feminism, masculinity, hegemony.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Strinati; Jenking; Bauman; McRobbie; Taylor; Mort; Hebdige; CCCS; Meehan.

Assessment objective 1

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 of the importance of popular culture in the construction of gender identities. 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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to sociological explanations of the importance of popular culture in the construction of gender identities.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining the importance of popular culture in the construction of gender identities. Responses in this band are likely to provide a rather basic account of sociological explanations of the importance of popular culture in the construction of gender 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 relating to sociological explanations of the importance of popular culture in the construction of gender identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about gender. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of explanations of the importance of popular culture in the construction of gender identities. This may focus on theoretical accounts of popular culture. Issues will be discussed such as the changing nature of popular culture, the nature of gender identities, changes in communities and the labour market, the significance of globalisation, cultural production and consumption, the role of the mass media, fashion and taste. Responses in this band will clearly address the question set.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations of the importance of popular culture in the construction of gender identities.

Responses in this band will either be narrowly focused on one issue e.g. fashion 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 importance of popular culture in the construction of gender 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 to sociological explanations of the importance of popular culture in the construction of gender identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 such as structural/material factors in limiting choices in consumption, the abstract nature of theorising 'identities', conflicting trends in globalisation, the changing nature of gender identities, whether social class and/or ethnicity are more significant than gender.

[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 importance of popular culture in the construction of gender identities 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.

9 Outline and assess the view that welfare pluralism has reduced social inequalities.

Expect to see a clear understanding of theories such as social democratic, feminism, Marxism, third way and new right theory. Issues will be discussed such as changes in the nature of welfare provision, the development of welfare pluralism, the relationship between the state, private and voluntary sectors, the impact of political ideology on welfare provision, the culture of dependency, the significance of the economic context. Expect to see responses using concepts such as collectivism, individualism, underclass, dependency culture, welfare pluralism, social exclusion, mixed economy of welfare, empowerment, citizenship, decommodification, social justice, selectivism, universalism.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Blakemore; Hutton; Land; Barrett; Ginsberg; Le Grand; Walker.

Assessment objective 1

Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to the view that welfare pluralism has reduced social inequalities. 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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that welfare pluralism has reduced social inequalities.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining the view that welfare pluralism has reduced social inequalities. Responses in this band are likely to provide a rather basic account of the view that welfare pluralism has reduced social inequalities. hrough 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 the view that welfare pluralism has reduced social inequalities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of welfare. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that welfare pluralism has reduced social inequalities. This will focus on a number of theories and issues such as ideologies of welfare, the changing political and economic context, the relationship between the state, private and voluntary sectors, the nature of social inequalities, the consequences for service users of changing welfare provision, the culture of dependency. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that welfare pluralism has reduced social inequalities.

Responses in this band will either be narrowly focused on one issue e.g. culture of dependency 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 welfare pluralism has reduced 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 to the view that welfare pluralism has reduced social inequalities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 such as whether social inequalities have been reduced, the unintended consequences of service delivery, contradictions in changes in welfare provision, the significance of other factors upon social inequalities in society, e.g. the economy, the inadequacies of different theoretical approaches.

[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 welfare pluralism has reduced social inequalities 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.

10 Outline and assess Marxist approaches to welfare policies and provision.

Expect to see a clear understanding of Marxist theory. Issues will be discussed such as ideologies of welfare, social, political and economic changes, the changing nature of welfare policies and provision, the impact of welfare policies and provision on different social groups. Expect to see responses using concepts such as collectivism, individualism, selectivism, universalism, ideology, hegemony, legitimation, ideological state apparatus, welfare pluralism, capitalism.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Ginsberg; Offe; Gough; Miliband; Kincaid; O'Connor; Barrett; Levitas

Assessment objective 1**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 Marxist approaches to welfare policies and provision. 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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to Marxist approaches to welfare policies and provision.

Accurate references to Marxist theory will be made and application of data to concepts will either be 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 relevant to explaining Marxist approaches to welfare policies and provision. Responses in this band are likely to provide a rather basic account of Marxist approaches to welfare policies and provision, 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 approaches to welfare policies and provision. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of Marxist approaches to welfare policies and provision. This may focus on a number of theories and issues such as shifts in policy in relation to welfare, the significance of ideologies, the relationship between welfare policies and provision and the economy, capitalism and welfare, the nature of inequalities in society. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of Marxist approaches to welfare policies and provision.

Responses in this band will either be narrowly focused on one issue e.g. gender and 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 Marxist approaches to welfare policies and provision. 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 approaches to welfare policies and provision. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(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 validity differing perspectives within Marxism, the adequacy of Marxist approaches, critiques from other perspectives, the ideological basis of Marxist approaches, the declining significance of social class.

[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 approaches to welfare policies and provision, 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.

11 Outline and assess sociological explanations of changing patterns of political action.

Expect to see a clear understanding of theories such as Marxism, feminism, post-modernism, globalisation theory. Issues will be discussed such as the nature of political action, the concept of power, the changing nature of support for, and membership of, political parties, the growth of new social movements, the impact of globalisation, the nature of uncertainty and risk. Expect to see responses using concepts such as new social movements, direct action, social exclusion, marginalisation, globalisation, risk, resistance, identity, old social movements, ideology.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Hyman; Touraine; Marcuse; Klein; Halsworth; Scott.

Assessment objective 1

Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to sociological explanations of changing patterns of political action.

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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to sociological explanations of changing patterns of political action.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explanations of changing patterns of political action. Responses in this band are likely to provide a rather basic account of sociological 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 sociological explanations of changing patterns of political action. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. discussion about strikes. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the sociological explanations of changing patterns of direct action. This may focus on a number of theories and issues such as the distinction between different types of political action, the differences between old and new social movements, the impact of globalisation, support for, and membership of, political parties, the nature of uncertainty and risk, specific case studies of different types of political action. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations of changing patterns of political action.

Responses in this band will either be narrowly focused on one issue e.g. new sociological explanations chivalry thesis 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 changing patterns of 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 sociological explanations to changing patterns of political action. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b)**Evaluation [0-16 marks]**

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of different sociological explanations, whether political action is changing significantly, whether new social movements are important, whether traditional forms of political action based on social class are declining.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about changing patterns of political action.

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.

12 Outline and assess the importance of ideology for the development of new social movements.

Expect to see a clear understanding of theories such as the meaning of ideology and new social movements drawing on theories such as post-modernism, Marxism, feminism, globalisation theory. Issues will be discussed such as the distinction between old and new social movements, the impact of globalisation, changes in the political, economic and social context, the importance of identity, the nature of power in society. Expect to see responses in this band using concepts such as ideology, social movements, globalisation, marginalisation, anti-globalisation, anti-capitalism, identity, culture, risk, legitimacy, direct action, resistance.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Touraine; Marcuse; Melucci; Scoff; Hall; Klein; Habermas.

Assessment objective 1

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 importance of ideology on the development of new social movements.

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 ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the importance of ideology for the development of new social movements.

Accurate references to at least one theory will be made and application of data to concepts will either be 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 relevant to explaining the importance of ideology for the development of new social movements. Responses in this band are likely to provide a rather basic account of the importance of ideology for the development 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 relating to the importance of ideology for the development of new social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. new social movements and identity. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis [0-16 marks]**

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the importance of ideology on the development of new social movements. This may focus on a number of theories and issues such as the impact of globalisation, the nature of power in society, the emergence of anti-globalisation and/or anti-capitalist ideologies, the significance of identity, the changing social, political and economic context. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of the importance of ideology for the development of new social movements.

Responses in this band will either be narrowly focused on one issue e.g. anti-globalisation 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 importance of ideology for the development 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 to the importance of ideology for the development 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.

Assessment objective 2(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 such as whether ideology is significant for new social movements, whether old social movements differ significantly from new social movements, the adequacy of different explanations regarding the development of new social movements.

[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 importance of ideology for the development of new social movements 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.

**Mark Scheme 2537
January 2006**

- (a) Using only Item A, identify two problems with making generalisations about giving to charities online. [6]

AO2 (a) Interpretation and Analysis

[0- 6 marks]

Reward answers which refer to any two of:

- (i) *Small number of respondents*
- (ii) *Top charities informed their members of the survey, possibly skewing the sample*
- (iii) *Pilot study*
- (iv) *Study focussed on a distinctive group of charity Internet supporters: either age range or heavy Internet users*

- 4-6 The candidate shows the ability to select and analyse two problems with making generalisations about the data.

At the top of this level both reasons will be clearly selected and explained in relation to generalisability.

At the bottom of this level two reasons will be accurately selected but not explained or one reason will be accurately selected and explained and the other will be less clear.

- 1-3 The candidate displays some ability to select and analyse two problems with making generalisations about the data.

At the top of this level, the candidate will display some ability to select and analyse one/two problems with making generalisations about the data. Responses will either offer one difficulty with an explanation or two difficulties and one will be partial.

At the bottom of this band answers will be limited.

- 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 one strength and one weakness of conducting online surveys of young people to find out about their lifestyles. [8]

Strengths

- *Can reach wide range of young people*
- *Data likely to be high in reliability*
- *Low cost method*
- *Validity due to anonymity*
- *Any other reasonable response*

Weakness

- *Cannot be certain who is completing the questionnaire*
- *Limitations of the sample due to differential access to the Internet*
- *No opportunities for prompting or for explaining the meaning of questions*
- *Young people may feel uncertain re anonymity and /or confidentiality*
- *Not able to elaborate*
- *May not tell the whole truth/ could lie*
- *Any other reasonable response*

AO1 Knowledge and Understanding**[0-8 marks]**

7-8 The candidate shows wide-ranging and detailed knowledge and understanding of one strength and one weakness. The candidate presents material so that it addresses the context of the lifestyles of young people. Responses will accurately address relevant key concepts. There will be few if any errors of grammar, punctuation or spelling.

5-6 The candidate displays knowledge and understanding of one strength and one weakness of conducting online research, either the strength or the weakness may be more clearly explained than the other.

The candidate presents material so that it addresses the context of the lifestyles of young people.

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

3-4 The candidate displays basic knowledge and understanding of one strength and one weakness of conducting online research when researching lifestyles of young people.

Candidates who present either one strength or one weakness should not be awarded above this level.

1-2 The candidate will display limited knowledge and understanding of one strength and/or one weakness of conducting online research. The response will be of only marginal relevance to the lifestyles of young people.

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

0 No relevant sociological points (NRSP)

c) Summarise the findings of the research in ITEM A.**[10]**

Candidates may include the following:

- *Distinctive group of charity Internet supporters who are aged 25-34 years old*
- *Likely to be male or female*
- *Middle to low income earners*
- *The group were heavy users of the Internet*
- *Most were aware they could donate online*
- *Most had already made at least one online donation*
- *2/3rds said would make an online donation in future*
- *Used Internet for a wide range of activities and identifies all or most of the uses in the pie diagram for example: most popular use of Internet was for business whereas the least popular use was for chat rooms. Use for travel, information on charities and personal banking were all very similar, shopping online was slightly higher on the other hand games were comparatively low.*

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

Points should wherever possible be supported by accurate, relevant statistical evidence.

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

- 8-10 The candidate clearly shows the ability to select from and analyse a wide range of data from the research findings in ITEM A. Candidates should support their answers with reference to accurate statistics.
- 6-7 The candidate will show the ability to select from and analyse a range of the findings identified in ITEM A. Responses will be partially supported by reference to accurate statistics.
- 4-5 The candidate shows basic ability to select and analyse a range of the findings identified in ITEM A. These answers are likely to be list-like. Answers may describe the data rather than analysing it. Some answers may focus on one type of data but in a detailed way. Candidates who consistently make assumptions about the data should be placed in this level.
- 1-3 The candidate displays limited ability to select and summarise some of the findings identified in ITEM A. Such candidates will probably only identify one piece of data. Candidates who use most data inaccurately will be placed in this band
- 0 No relevant sociological points (NRSP)
- (d) Outline and explain the research process that you would adopt in collecting qualitative data to find out how gap year students would feel about spending some of their year doing voluntary work. [14]**

Candidates are likely to focus on:

1 The research process

- *Background research*
- *Aims/hypothesis/research question*
- *Target population/sampling frame/sampling technique*
- *Theoretical considerations*
- *Pilot study*
- *Access*
- *Operationalisation of concepts (gap year students, charity, volunteering)*
- *Method/s of collecting qualitative data (semi-structured/unstructured interviews, questionnaires using open ended questions)*
- *Ethical concerns*
- *Relevant key research concepts*

2 The research context

- *Gap year students*
- *Volunteering*

AO1 Knowledge and Understanding**(0-6 marks)**

- 4-6 The candidate will show wide ranging and detailed knowledge and understanding of the research process.

Candidates at the top of this level will contextualise their response. At the bottom of this level the candidate will show some knowledge and understanding of the research process. This may be undeveloped.

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 display basic knowledge and understanding of selected elements of the research process.

Candidates may use inappropriate methods such as closed question questionnaires or postal questionnaires.

At the top of this level, the candidate will present material in a way that at least partly addresses the question.

At the bottom of this level the research responses will be limited. The research is likely to be ignored and the response is likely to focus on only one element of the process.

0. No relevant sociological points (NRSP)

AO2 Evaluation**[0-8 marks]**

- 7-8 The candidate will show the ability to explain and justify their choice of the research process. At the top of this level candidates will make clear links between theory/ies and the research design. Responses are likely to address issues of reliability, validity, representativeness and/or generalisability accurately.

- 5-6 The candidate will show some ability to explain their choice of research process and justify some elements of that process. The key research concepts and/or theory may be addressed in an undeveloped way.

- 3-4 The candidate will show basic ability to explain some elements of the research process. Some candidates may focus only on the methods. Responses which address 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/method. There may be a weak description of one/two key research concepts. Candidates may use inappropriate methods such as closed question questionnaires or postal questionnaires.

- 0 No Relevant Sociological Points (NRSP)

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

AO1 Knowledge and Understanding [0-14 marks]

- 11-14 The candidate will show a wide ranging and detailed knowledge and understanding of the potential weaknesses of the research process. Responses will use relevant key research concepts accurately.

The means of overcoming weaknesses will be clearly stated in a way that addresses the research context.

At the top of this level candidates will accurately address theoretical issues in relation to the context and the research process. There will be few if any errors of grammar, punctuation or spelling

- 8-10 The candidate will display a wide range or detailed knowledge and understanding of the potential weaknesses of the research process. Some appropriate means of overcoming these weaknesses 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 will address the research context. 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. Responses are likely to focus on the method/s rather than the whole research process. Some basic solutions may be offered. The response is likely to only partially address the research context.

- 1-4 The candidate will display limited knowledge and understanding of at least one potential weakness associated with the method or process. There is likely to be minimal reference to solutions. The response 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 [0-8 marks]

- 7-8 The candidate will show the ability to evaluate the research and offer a range of sociological solutions to the weaknesses identified. These will clearly address the research context. Relevant key research concepts will be explicitly and accurately addressed.

- 5-6 The candidate will show the ability to evaluate some aspects of the research process and suggest some sociological solutions to the weakness identified, though these may not be fully explored. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics will be addressed.

- 3-4 The candidate will show the ability to make a basic evaluation of their research process. Some responses may focus on the method/s. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics may only be addressed implicitly. Solutions will be basic.

- 1-2 The candidate will show limited understanding of at least one issue with regard to the research process/method/s. If offered solutions are likely to be common sense.

0. No relevant sociological points (NRSP).

**Mark Scheme 2539
January 2006**

- 1 (a) Using Item A identify the two sources of income that show the greatest variation between ethnic groups. (6 marks)

Award one mark for the identification of each source and up to two marks for the use of evidence (%) from item A to support this. The use of statistics may vary slightly which is allowed. Ethnic groups other than the ones below may be referred to in support of an answer.

Each point made is worth a maximum of 3 marks.

The main differences in sources of income are:

- Wages and salaries, with appropriate use of evidence in support eg. 72% of Black households compared to 36% Pakistani/Bangladeshi.
- Self Employment benefits, with 34% of Pakistani/Bangladeshi households and only 4% Black.
- Pensions with appropriate evidence
- Social security with appropriate evidence

AO2(a): Interpretation and Analysis

4-6 Shows the ability to select and analyse the two sources of household income showing the greatest variation between ethnic groups. The two sources 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 sources of household income showing the greatest variation between ethnic groups. The differences will be taken from Item A, and there is likely to be some use of evidence to support the differences.

0 No relevant sociological points.

- (b) Using Item B, identify two factors which could contribute to explaining the social position of the woman in the item. (6 marks)

Award one mark for the identification of a factor which could contribute to explaining the social position of the woman and two marks for the use of evidence from Item B 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 factor.

The possible explanations are:

- Due to gender
- Due to social class
- Due to ethnicity
- Due to age
- Due to single parenthood
- Due to limited qualifications
- Due to the influence of all of the above

AO2(a): Interpretation and Analysis

- 4-6 Shows the ability to select and analyse two factors which could contribute to explaining the social position of the woman in the item. 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 factors which could contribute to explaining the social position of the woman in the item. 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 difficulties sociologists might face when researching the deprivation experienced by children who live in poverty. (12 marks)**

AO2 (a) : Interpretation and Analysis

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

Difficulties:

- Accessing a suitable sample
- Ethical considerations
- Avoiding a snapshot image
- Choosing an appropriate method
- Achieving valid responses if parents are used
- Definitions of poverty/Operationalisation of concepts
- Relative notion of deprivation

- 10-12 Selects and organises relevant material to provide a clear account of two difficulties sociologists face when researching the deprivation experienced by children who live in poverty. In this band the difficulties selected will be clearly relevant to sociological research on children who live in poverty.
- 7-9 Selects relevant material to provide an analysis of two difficulties sociologists face when researching the deprivation experienced by children who live in poverty. Responses in this band may be unbalanced or there may be a list of a number of three or four ads/disads left undeveloped.
- 4-6 Selects some relevant material to provide some analysis of two difficulties sociologists face when researching the deprivation experienced by children who live in poverty. Responses in this band may select and analyse one difficulty and relate it to research on children who live in poverty, 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 difficulties sociologists face when researching the deprivation experienced by children who live in poverty. 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 some ethnic minority groups remain disadvantaged 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 some ethnic minority groups remain disadvantaged in the contemporary UK. The key issue to highlight is that some groups are more disadvantaged than others, and that some groups have remained in a disadvantaged position for a period of time. Groups likely to appear as advantaged are Indian and Chinese, with Pakistani, Bangladeshi and Afro Caribbean groups remaining disadvantaged in relation to other minority groups. There may be some focus on asylum seekers. Evidence may be used from across the specification. An array of concepts are likely to appear, such as; prejudice, discrimination, social closure, racialised fractions, negatively privileged status groups, reserve army of labour, dual labour markets, positive discrimination. Empirical evidence may come from organisations such as the Low Pay Unit, CPAG, education and health statistics. Theoretical evidence may draw on Marxism, Weberianism and Feminism.

AO1: Knowledge and Understanding

- 18-22 Responses will show a wide ranging and detailed knowledge and understanding of evidence related to some ethnic minority groups remaining disadvantaged in the contemporary UK. 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 some ethnic minority groups remaining disadvantaged 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 groups disadvantages in depth or in a broad way with a lack of evidence. Answers in this band may deal extensively with ethnic minority disadvantages but neglect the issue of some groups remaining disadvantaged. 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 some ethnic minority groups remaining disadvantaged in the contemporary UK. Answers in this band are likely to generalised accounts of ethnicity and disadvantage. 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 some ethnic minority groups remaining disadvantaged 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 sociological explanations of the existence of an underclass in the contemporary UK. (44 marks)

Assessment Objective 1: Knowledge and Understanding (20 marks)

Indicative Content (other valid points may be offered)

Expect to see references to a range of theoretical evidence related to the existence of an underclass covered in some depth in the top band. There should be cultural and structural approaches considered, as well as explanations which question whether an underclass exists. Concepts such as lumpen proletariat, marginalisation, structural and cultural explanations, multiple deprivation, social exclusion, stigma may appear. Expect to see theory and empirical evidence in top band answers looking at writers such as Murray, Field, Dahrendorf, Pilkington, Dean, Rex and Tomlinson.

- 16-20 Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of the existence of an underclass in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theoretical approaches and writers in this band. Both the structural and the cultural explanations will be clearly made. 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 related to sociological explanations of the existence of an underclass in the contemporary UK. Answers in this band will contain an awareness that sociologists disagree about the explanations of the underclass, but will not have made the structural/cultural distinction clearly. Answers will have depth or breadth to them, dealing with a narrow range of points in some depth, such as the extent of social exclusion in the UK, or with a broader range of ideas without clear 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.

- 6-10 Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of the existence of an underclass in the contemporary UK. Answers in this band are likely to be generalised accounts of poverty showing no understanding of the structural/cultural distinction. Answers will contain some knowledge of deprivation 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 sociological explanations of the existence of an underclass 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**(24 marks)**

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

Sociologists disagree in their explanations of underclass and this is likely to provide the opportunity for clear evaluative skills. They disagree about the existence, extent and cause/s of it. Top band responses are likely to discuss the potentially stigmatising effect of the term. The Marxist case for the lumpen proletariat will be clearly made as being different to the more conventional views. There may be a discussion regarding the stigmatisation the concept may bring to some groups. Juxtaposed answers will offer the different views but do little with them in terms of matching them against ideas which differ.

- 18-24 Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on sociological explanations of the underclass 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 sociological explanations of the underclass in the contemporary UK. Answers in this band may list evaluative points which mean sustained evaluation 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. At the top of this band there will be an awareness of the debate within or between different theoretical positions 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 the underclass in

the contemporary UK. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg that the Marxists have a different explanation of the underclass. 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 underclass in the contemporary UK. This may be based on common-sense or anecdotal assertion.
- 0 No relevant evaluative points.

- 2 (a) Using Item A identify two main trends in the economic activity of 16 year olds between 1991 and 2001. (6 marks)

Award one mark for the identification of a main trend and up to two marks for the use of evidence (%) from item A to support the trend. Each trend is worth a maximum of 3 marks. There may be a slight approx with the statistics which is allowed.

The main trends are:

- An increase in full-time education, from 50% in 1991 to 72% in 2001.
- A decrease in full-time employment, from 24% in 1991 to 11% in 2001.
- A decrease in government training, from 22% in 1991 to 10% in 2001.

AO2(a): Interpretation and Analysis

4-6 Shows the ability to select and analyse two main trends in the economic activity of 16 year olds between 1991 and 2001. The two trends will be taken from Item A, and there will be the use of evidence to support both differences.

1-3 Shows some ability to select and analyse trends in the economic activity of 16 year olds between 1991 and 2001. The 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 young people's experiences differ according to their social class. (6 marks)

Award one mark for the identification of a way in which young people's experiences differ according to their social class 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 points of difference are:

- University education being more likely for middle class youth than working class youth
- Working class youth wanting independence from parents earlier than middle class youth
- Family background and the value placed on education/work routes differing
- Answers which focus on the polarisation of youth, linking this to social class difference/s

AO2(a): Interpretation and Analysis

4-6 Shows the ability to select and analyse two ways in which young people's experiences differ according to their social class. 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 young people's experiences differ according to their social class. The ways will be taken from Item B, and there is likely to be some use of evidence to support the way/s.

- (c) Briefly explain two advantages of using unstructured interviews to research young people's experience of being independent from their parents.

(12 marks)

AO2 (a) : Interpretation and Analysis

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

Advantages

- Increased validity important for researching a sensitive topic.
- Ability to build up a rapport, especially if the researcher is young
- Increased validity of data gathered due to unstructured nature of the interview
- Increased validity important when researching such a diverse topic as 'experiences'.
- The questions being prompt question allows the respondent to set their own agenda, which is likely to gain information the researcher may otherwise have missed.
- In-depth and valid responses should emerge which may enable follow up research to develop.

10-12 Selects and organises relevant material to provide a clear account of two advantages of using unstructured interviews when researching the age of independence of young people. In this band the advantage and disadvantage selected will be clearly relevant to sociological research on unstructured interviews and independence and young people.

7-9 Selects relevant material to provide an analysis of two advantages of using unstructured interviews when researching young peoples experience of independence from their parents. In this band the two advantages selected are likely to be generalised and not related directly to research on unstructured interviews and young people/independence. Responses in this band may be unbalanced or there may be a list of a number of three or four advantages left undeveloped.

4-6 Selects some relevant material to provide some analysis of the advantages of using unstructured interviews when researching the independence of young people. Responses in this band may select and analyse one advantage and relate it to research on unstructured interviews and young people/independence, 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 advantages of using unstructured interviews when researching the independence of young people. 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 some social groups are more likely to experience deprivation than others. (22 marks)**

Indicative Content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate the evidence that some social groups are more likely to experience deprivation than others. An array of concepts are likely to appear, such as; social class, exclusion, life chances, poverty, marginalisation, relative deprivation, masculine culture, status, structural and cultural constraints. Empirical evidence may come from organisations such as the EOC, the Low Pay Unit, CPAG. Studies may be used from across the specification and may focus on material and/or social disadvantage. Theoretical evidence is likely to draw on Feminism, Marxism and Weberianism. The crucial issue to bring out is that some social groups based on class, gender, ethnicity, disability and age are more likely to face deprivation than others.

AO1: Knowledge and Understanding

- 18-22 Responses will show a wide ranging and detailed knowledge and understanding of evidence related to some social groups being more likely to experience deprivation than others. Answers in this band will contain a range of 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 some social groups being more likely to experience deprivation than others. 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 social groups in depth or in a broad way with a lack of evidence. Answers in this band may deal extensively with deprivation but neglect the issue of some groups being more prone than others to this. 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 some social groups being more likely to experience deprivation than others. Answers in this band are likely to be generalised accounts of deprivation. 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 some social groups being more likely to experience deprivation than others. 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 sociological explanations of working class disadvantage in the contemporary UK. (44 marks)**

Assessment Objective 1: Knowledge and Understanding (20 marks)
Indicative Content (other valid points may be offered)

Expect to see references to a range of theories in the top band, principally; Marxist/Neo Marxist, Weberian, Functionalist and Post Modern. Concepts such as proletarianisation, embourgeoisement, deskilling, reserve army, dual labour markets, fragmentation, status, market situation, life chances, economic/cultural/social capital, income, exclusion, affluence, mobility, intermediary positions. feminisation may appear. There is likely to be an emphasis on a selection of working class disadvantages from across the specification, such as workplace, welfare, family, health, education, deviance. Top band responses should focus on the sociological explanations for the given inequalities and should consider economic, status and meritocracies. Expect to see writers such as Braverman, Gorz, Wright, Seabrook, Dahrendorf, in top band answers.

- 16-20 Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of working class disadvantage in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theories in this band. 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 related to sociological explanations of working class disadvantage in the contemporary UK. Answers in this band will contain an awareness that sociologists disagree about the explanations for working class disadvantage. Answers will have depth or breadth to them, dealing with a narrow range of points in some depth, such as the Marxist explanations, or with a broader range of ideas/theories without clear 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.
- 6-10 Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of working class disadvantage in the contemporary UK. Answers in this band are likely to be generalised accounts of disadvantage, or of working class groups themselves. Answers will contain some knowledge of theory 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 sociological explanations of working class disadvantage 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**(24 marks)**

NB. We are rewarding evaluation of these sociological explanations 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

Sociologists disagree in their explanations of working class disadvantage and this is likely to provide the opportunity for clear evaluative skills. They disagree about the cause/s of the disadvantage, the extent of it and the solutions to it. Candidates who produce evaluative comments on any of these issues should be rewarded for it, and it is not necessary to cover all dimensions to be placed at the very top. The debate between Marxists and Weberians (and within Marxism itself) is likely to feature in strong answers. Top band responses are likely to discuss the relationship between Marxist and Weberian explanations emphasising the economic/status positions. There may be a discussion of the dated nature of some of the material and a questioning of whether the working class do face so much disadvantage in the contemporary UK. Theories such as Functionalism and Post Modernism are likely to appear here.

- 18-24 Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on sociological explanations of working class disadvantage 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 sociological explanations of working class disadvantage in the contemporary UK. Answers in this band may list evaluative points which mean sustained evaluation 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. At the top of this band there will be an awareness of the debate within and/or between different theoretical positions although this will be undeveloped.
- 6-11 Responses show basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of working class disadvantage in the contemporary UK. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the extent of working class disadvantage in the contemporary UK. Answers at the bottom of this band will show a more than a 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 working class disadvantage in the contemporary UK. This may be based on common-sense or anecdotal assertion.
- 0 No relevant evaluative points.

Report on the Units January 2006

CHIEF EXAMINER'S REPORT JANUARY 2006

This session of examinations was similar to previous January sessions in terms of the quality of candidate responses. The overall pass rates tend to be lower in January compared to June sessions on the modules where large numbers of candidates are sitting the examinations for the first time. The entry for January examinations continues to rise, with large numbers of candidates sitting the exams for the first time in modules 2532, 2536 and an increasing number in 2537. There follows a module by module report on the workings of each examination, which should provide helpful feedback to centres.

2532: The Individual & Society

General Comments

There were slightly more candidates choosing to answer question 2 than question 1 and a possible tendency for candidates to think that question 2 was the easier of the two. It was noticeable, and understandable, that the type of evidence used in answering the questions differed. In the strongest question 1 responses there was a vast amount of empirical evidence cited, in parts (b), (c) and (d), reflecting the coverage in the main texts. In question 2 the data referred to in (d) was much more conceptual and in some instances theoretically located, again a product of the coverage in the text and the more open ended nature of the question. Allowance was made in the marking for both approaches to be rewarded in a positive way. Teachers are asked to pay particular attention to the feedback for 2(d) as regards the range and depth of evidence expected for top band answers.

Question 1

- (a) A minority of candidates answered this question without reference to the information in Item A. The majority of candidates understood the item and the command in the question and cited music, fashion, sport or language as ways of black urban culture becoming mainstream. A number of responses explained the ways identified by referring to contemporary examples such as FUBU clothing or to artists such as Eminem or 50 Cent. Other responses used the concept of hybrids well to explain the way identified. Although it is not a prerequisite of the question that candidates use information from elsewhere, this type of question does invite such responses and were rewarded full marks when reference was explicitly made to the item and explanations offered. Other responses used Beyonce as an example to explain the way/s which they had identified.
- (b) Almost all candidates could offer two ways in which individuals express their ethnic identity, with the most popular ways being through dress, language or religion. The differentiator in this question came from the knowledge and understanding displayed in the explanation. The strongest candidates offered a study such as Jacobson or Ballard in their answers. Others offered contemporary examples of clothing or food or language associated with different ethnic groups. The weaker answers would specify that language was a way of expressing ethnic identity but offer no example other than 'Asians speaking Indian'; clearly this level of knowledge is insufficient for higher level AS level responses.
- (c) A number of candidates used contemporary and empirical examples well in offering two ways in which the media could influence ethnic identities. Studies by Gillespie and Van Dijk were the most popular. Reference to Bollywood, soap operas and magazines aimed at specific markets were well expressed. The most popular ways were through stereotyping, the use of role models and issues connected to representation. The strongest answers identified the way i.e. stereotyping and then used a study/example in support of what they had identified. There was a tendency for some candidates to offer two studies which were relevant but to leave the identification of the way to the examiner. Evaluation in these questions continues to improve, candidates who do it do it well, with some excellent use of the differences between 1st and 2nd second generation minorities regarding access and use of the media. Evaluation continues to elude some candidates, who seem to forget to do it in the examination room.
- (d) This question produced some outstanding responses. It clearly enabled candidates to demonstrate the knowledge of studies, contemporary examples and concepts whilst allowing them to exercise their own 'voice' and to articulate a sociological viewpoint. An array of studies appeared including Butler, Modood, Gillespie, Hewitt, Jacobson and Back. The strongest candidates tended to outline the evidence from these studies and then to look at the weight of the evidence and the direction it pointed in (for the most part towards

similarity). Concepts such as ethnic hybrids, assimilation and globalisation appeared frequently and especially in evaluation or conclusions. Some candidates adopted an approach looking at globalisation, post modernism and Americanisation. These responses struggled to be placed in the top band as they lacked the range of ideas that the more empirically based answer was giving. There were some weak responses which produced accounts based on anecdotal evidence of racial tension as well as a minority who answered using only item A. Clearly these responses were located in the lower band.

Question 2

- (a) A number of candidates found it difficult to identify two differences in the experience of schooling from the item offered. Those candidates who managed to do this successfully identified school surroundings, leisure activities or social class and were able to illustrate a difference between Kyle and Charles' experiences related to the issue identified. A number of candidates offered an abridged version of Kyle's life followed by the same for Charles; these responses could not be placed in the top band as the identification of a difference was not explicitly made. Some candidates went beyond the item and used concepts such as social capital, old boys network and cultural deprivation in their explanation of the features. These responses were awarded so long as a link was explicitly made to the information in the item.
- (b) This question produced a variety of responses, both in terms of the understanding of the concept of working class and that of values. The majority of candidates produced two values such as immediate gratification, education, leisure, community, family life, solidarity. Some candidates differentiated between the traditional and new working classes which were positively rewarded. There were a small number of responses which stated issues that could not be linked to values, such as greyhound racing which could have been rewarded had it been linked to leisure time for example. Reference to studies such as Charlesworth added to the knowledge displayed in some cases. Some candidates clearly felt unease in answering this question and made it explicit that sociologists should not and could not generalise findings about social class values. One candidate explained that they wouldn't answer the question as it demanded stereotyping of the working class and as sociologists we should not engage in this activity. Whilst it is possible to have some sympathy with this view it is a legitimate question in the assessment of the understanding of both class and values.
- (c) The majority of candidates could offer two ways in which peer groups influenced an individual's identity. A number of responses lacked knowledge and understanding of appropriate studies such as Hey, Adler and Adler or Sharpe which the strongest answers used well. The strongest answers identified the way, explained the reference to peer group and identity and exemplified it with a study or contemporary example. A number of responses identified dress, music or behaviour as ways, these responses had to offer some relevant sociological knowledge to be placed above L1 and often they lacked this as they were based purely on common sense understanding. The use of concepts such as peer pressure, conformity, role models and imitation was evident in mid range and stronger answers. As with question 1(c) there was a tendency for some candidates to offer two studies which were relevant but to leave the linkage of the study to the question to the examiner, this was particularly the case with the issue of identity which only a minority of candidates grasped. Those candidates who did evaluate tended to offer other agencies of socialisation which influenced identity such as family or media. As in question 1(c) evaluation continues to escape a number of candidates.

- (d) As stated in the general comments this question was a more open ended than 1(d) and in that respect we expected a greater variety of responses. The majority of candidates who answered it took a very similar approach whereby they devoted time to the ways in which education did influence social roles through factors such as teacher/pupil interaction, labelling, curriculum issues and the hidden curriculum. Some candidates used studies such as Francis, Willis and Skelton, although the use of studies in this question was less prominent than in 1(d). The strongest responses adopted a clear focus on social roles and applied this to a range of contexts such as gender, family and employment. There was the use of theory in a significant minority of answers with the functionalist and Marxist explanations of the purpose of education in society used with varying degrees of accuracy. Evaluation in this question tended to come from the juxtaposition of other agencies influencing the learning of roles namely; family, education, media and religion. This material was in some cases applied with outstanding precision to the learning of specific social roles.

2533: Culture and Socialisation

General Comments

The overall standard of responses for this session was good with some candidates very 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, Youth and Culture and Religion. An overwhelming majority of candidates chose to answer both Family questions with only a very small number opting for Religion and Youth and Culture. A small number of candidates appeared to have selected topics that their centre had not studied and for which they had not prepared. In these cases answers were typically very weak, over-reliant on common sense and lacking in any relevant sociological evidence and most candidates did not achieve a grade for such answers. There were few rubric errors, the most common being that candidates answered only one question with even fewer answering 4 questions. Where only one question was answered, candidates would typically produce very long detailed responses. 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 ran out of time on the second part (b) question. Some candidates who produced strong part (b) answers performed less well on part (a) answers.

Teachers' Tip - To achieve top band marks for part (a) questions, points not only need to be identified but also explained using relevant sociological evidence including concepts, studies, theory and/or statistics. In part (a) questions, candidates should be encouraged to identify two clear and distinct factors with explanations that do not overlap.

Most candidates were able to gain a reasonable number of marks for evaluation in part (b) but this skill continues to be a testing area. It is noticeable that some candidates examine only one side of the view and produce an argument lacking in balance and, therefore, limiting the amount of marks that can be achieved.

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 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. However, many candidates who did not achieve the higher mark bands for interpretation and analysis tended to produce responses that lacked any real focus on the question and simply listed evidence without appropriately applying it. Some candidates appeared to have lost sight of what the question was asking of them and failed to produce a valid response.

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. Candidates should be encouraged to use the wording of the question at intervals, for example, at the end of a section to summarise how the evidence helps answers the question and thereby ensure that focus is maintained.

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 a range of responses, with a good number of candidates identifying two types of family diversity and providing explanations that drew on sound statistical, empirical, theoretical or conceptual evidence. A number of candidates identified nuclear family or extended family as a type but offered an explanation that made no reference to diversity. A significant number of candidates answered in an anecdotal tone that prevented the top band from being reached.
- (b) This question produced some very good responses. The better answers referred to a range of policies that supported the view in the question and offered examples of other policies that contradicted the view. A number of candidates were unable to offer any examples of policies and produced very generalised responses. Some candidates discussed attitudes to the family rather than policies and weaker answers used the question as a vehicle for talking about government educational policies that were not well applied at the expense of other social policies.
- 2 (a) There were some strong responses to this question that showed detailed knowledge of, for example, divorce laws, data on domestic violence or the impact of the changing economic role of women. A number of candidates misinterpreted the question and offered reasons that related to a decline in rates of marriage rather than marital breakdown.
- (b) There were some very good responses to this question with candidates debating what family life was and producing alternative views that related to new diverse family forms. Weaker answers were often one sided or focused on one aspect of the question, for example, the increase in divorce rates with little or no reference to their relationship to decline in family life or the focus was fixed on decline in family life with no discussion of the increase in divorce rates.

OPTION 2 MASS MEDIA

- 3 (a) Some candidates answering this question were able to identify two ways that were valid and well supported with evidence. Too many, however, produced very anecdotal responses related to audience choice of media products. Some candidates offered two ways that were vague and the distinctions between them unclear with explanations that showed little understanding of the question.
- (b) This question produced a variety of responses ranging from the anecdotal to those that drew on effects theories or the ideological standpoint behind the view. Weaker responses tended to be generalised observations about the power of government or owners and no supporting sociological evidence. Responses to this question were generally well structured with some attempt to evaluate, often by juxtaposing competing views.
- 4 (a) This question produced a number of strong answers that showed a detailed understanding of the term 'moral panic'. Such responses offered valid examples supported by sociological evidence drawn from empirical, theoretical or conceptual sources. Some candidates were able to identify contemporary examples, like wearing of hoodies, with well-developed explanations showing good knowledge and understanding that referred to a moral element within the panic. Other responses offered valid examples of moral panics but these were only superficially explained. A small number of candidates gave examples of panics where the moral dimension was not evident, for example, bird flu.
- (b) A number of candidates answered this question very well, typically drawing on a range of models of media effects. Weaker responses tended to be one sided, anecdotal and assertive.

OPTION 3 RELIGION

- 5 (a) There were few candidates who chose to answer this question and those who did produced a range of responses. Some showed sound knowledge and understanding of changes in religious belief and supported their answer with sociological evidence. Some candidates offered changes in practice rather than belief.
- (b) This question was answered in a variety of ways with a number of candidates producing a response based exclusively on the secularisation debate with little or no reference to the multi-faith aspect of the question.
- 6 (a) This question was generally well answered with most candidates able to identify two valid ways, mainly on attendance and holding office, with supporting evidence. Some candidates offered only very brief explanations with limited breadth of discussion.
- (b) Most candidates produced competent responses to this question, usually centred on Feminist and Marxist arguments with some cross-cultural examples to counter the view. Some answers were very narrow and gave a simple outline of the way in which religion can oppress women. Such responses tended to be one-sided and lacking in evidence.

OPTION 4 YOUTH AND CULTURE

- 7 (a) Candidates who tackled this question tended to do it well or very badly. There was good use of relevant studies and a number of responses that drew on evidence relating to school subcultures, for example, Mac an Ghaill. Some candidates showed only a vague understanding of the term youth subcultures and produced responses where the examples were less pertinent or their relevance not clearly established.
- (b) There were some very good answers to this question with the better ones drawing on the work of the CCCS versus Postmodernists and neo-tribes. Weaker responses simply listed subcultures according to whether they were middle class or working class with no attention to whether they were a response to social class.
- 8 (a) This question produced a range of responses with some candidates referring to status frustration, resistance and material or cultural deprivation. However, a significant number were anecdotal and identified, for example, 'wanting to belong' but not explaining why.
- (b) This question produced a range of responses with some candidates showing knowledge and understanding of a range of the more traditional material countered with data on new femininities. Others questioned whether girls were less delinquent, referring to Chivalry Factor and evidence from self-report studies. A small number of candidates interpreted the question as being about girls' self-control and discussed this as an innate characteristic.

2534: Sociological research skills

General Comments

Overall, the quality of responses was stronger than previous January sessions and more candidates are improving their understanding of the specific question requirements. Virtually all candidates answered every question part and responses demonstrate that candidates are becoming increasingly aware of the assessment objectives involved in each question part. Many candidates were able to acknowledge the contexts/research design given in Item B and in question (d), although a large number of responses failed to really engage with the context. 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 evidence of improved understanding of the difference between the terms reliability and validity, although explanations as to why a particular research method tends to generate more valid or reliable results were often lacking.

The other characteristic of weaker responses was in the lack of contextualisation where candidates offered 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 question and many centres are encouraging students to answer questions in a formulaic way in order to achieve this.

Teaching tip: Use past papers to give candidates plenty of examination practice. This unit is structured in a very specific format and candidates would benefit from practising the exact requirements of each question part.

Comments on Individual Questions

Q

- 1) (a) The majority of candidates demonstrated an awareness of the concept 'representativeness' and there were very few who failed to score any marks for this question. The better answers offered a clear and succinct definition, referring to a sample selected to be typical of the research population in terms of their social characteristics. The best responses displayed a range of knowledge and understanding of the term by making reference to sampling techniques which are more likely to generate representative results and/or links with generalisability. Many candidates had some knowledge but were only able to demonstrate partial understanding because their tautological definitions (representativeness means representing something). Few candidates scored the full 6 marks and candidates need to be aware that to be rewarded for a 'range' of knowledge and understanding of a concept, they need to offer some explanation and not just a one-sentence definition. A substantial number of candidates, however, failed to express an understanding of the core meaning because they didn't make reference to sampling. Furthermore, candidates should not be encouraged to see this question as one about key concepts in general. Despite the question asking about representativeness, there were a number of candidates who includes validity and reliability in their answers which were not credited. 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. Answers generally tended to be much shorter than in previous sessions, although there are still a minority 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.

Teaching 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 changes. The majority were able to correctly analyse the data in term of the percentage differences between the years, to gain a total of 6 marks, and more candidates are being trained to express the scale of change (for example, 'increased by approximately 5 times; or 'a difference of 36%'). However, the vast majority of candidates are still failing to address the scale of change or, if they do, it is inaccurate; a common mistake was to state the percentage difference as a percentage increase, without stating it is a percentage point increase. 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. Some candidates went beyond the expectations of the question by explaining the changes and offering reasons for the increase in the use of mobile phone s and why more homes are connected to the internet. Interesting and sociological some of these were, this was not a requirement of the question and it invariably had a knock on effect in subsequent questions. Some candidates offered elaborate responses which make 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. A minority of candidates identified an inaccurate durable good as a main change and consequently failed to score any marks.

Teaching 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 one strength and one weakness and were able to offer some explanations of these. A small minority identified relevant strengths/weaknesses but failed to explain them. A large number of candidates are not spending enough time on this question. A 16 mark question requires more than a two-sentence answer.

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 were able to explain why this was a strength but failed to explain it in terms of the key concept. For example, candidates could state that Participant Observation was a strength because it was valid, but they didn't offer an explanation about what it is about participant observation which makes it more valid. Alternatively, many candidates offered elaborate explanation of, for example, unstructured interviews 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. Overall, the concept of validity was better understood and explained than reliability. Strong answers continue to cite a key concept as a strength and then apply this to several areas of the research design given in Item B. Many candidates cited the sampling technique as being unrepresentative, but then didn't explain what it is that makes volunteer sample so unrepresentative. Some candidates cited triangulation as strength, but most of these were weak given that the methods were of a similar type in Item B.

AO2

Most candidates are successfully referring to the given context. In this case, specific reference needed to be made to 'unemployed men' as this is who the research was focused on. A substantial number of answers, however, did not mention this context at all and therefore couldn't attain any more than two marks for AO2 for each stated strength/weakness. Very few candidates scored 15 or 16 marks for this question as they failed to address the aims of the research – in this case, 'the experiences and difficulties faced by long-term unemployed men'.

Teaching 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 (the most common ones being a form of questionnaire or interview) 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 operationalisation and sampling techniques. For example, better responses acknowledged that there is no obvious sampling frame for this topic and therefore a non-random volunteer/purposive technique would be used. It was refreshing to see many candidates discussing issues such as access and ethics in terms of the given context. Most candidates focused on questionnaires, interviews 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 or weak understanding of the context (for example, accessing a sample through old people's homes). Some centres had clearly given candidates a rehearsed answer which was weak in terms of addressing the key concepts – many of these are still 'throwing in' all the concepts together which really do not display any understanding of what they mean.

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

General Comments

A similar number of candidates were entered for this unit in January 2005 and 2006. Many of the candidates were obviously re-submitting Reports, as many centres had only a small number of candidates entered. When candidates are re-submitting it is considered to be good practise to write a new Report rather than attempting to improve the original Report. Candidates who are in their second year of study would benefit from reporting on a study which is particularly relevant to unit 2536 or 2539.

Some centres obviously enter the whole cohort for the January session and much of this work was of a high standard (as were many of the Reports that were re-sits). This work was characterised by confident and detailed analysis and evaluation.

It is pleasing to note that the Reports produced in many centre have improved over the years and there was evidence that many centres have responded positively to the Centre Reports. All centres would be advised to study their Centre Report in detail.

Administrative points

There were very few administrative problems this session.

Very few centres were late in submitting their work for moderation. Nevertheless a significant minority of centres failed to include The Centre Authentication Form with the Reports. The moderation process cannot be completed without this piece of documentation. The MS1 form was also missing from some samples (probably because many centres only enter a small number of candidates), the second copy of this form must be forwarded to the moderator.

Fewer clerical errors were noted this session although there were Reports submitted without the candidate number or with incorrect candidate numbers.

The requests for samples were dealt with promptly by centres, thank you.

The vast majority of the candidates submitted their work in the answer booklet and had responded to the prompts at the beginning of each section.

Assessment and Application of the Mark Scheme

Once again much of the assessment was consistent and accurate. When marks had to be adjusted this was usually because of lenient assessment, although some marks were adjusted upwards.

The main reason for having to adjust marks was because candidates had been awarded marks in the higher mark bands when their use of key concepts and technical terms was imprecise and not directly linked to the context of the study. Candidates should be reminded that their use of sociological concepts must be explicit, developed and linked to the context of the study.

Reliability is the concept that continues to be problematic. At this level candidates would be wise to concentrate on the replication of the study by referring to factors such as the structured nature of questionnaires and the problems involved with replicating an interview or observation.

The majority of centres submitted Reports with summary comments on the cover sheet and annotations on the Reports. These comments are a valuable source of communication between the moderator and the assessor, showing where marks have been awarded and why. A few assessors need to note that comments should be directed at the moderator (not the candidate) and that words or phrases taken directly from the mark scheme are the most useful.

Report on the Units Taken in January 2006

The vast majority of candidates had noted the word count on the front cover and had used the allocated 1000 words effectively. Some continue to disadvantage themselves by submitting Reports that are well below the permitted limit.

Very few centres needed to include details of internal standardisation this session but when this was necessary the relevant information was communicated effectively to the moderator.

Academic matters

The vast majority of candidates reported on appropriate studies that can be used to inform other units – 2532 and 2533 in particular. It was pleasing to note that some centres had used new contemporary studies and there was evidence that candidates in these centres had clearly engaged with the task and some had produced Reports of a very high standard.

Another positive feature was an increase in centres where candidates had reported on a cross-section of studies rather than having all the candidates reporting on the same study. This good practise should be continued.

There was very little evidence of candidates reporting on inappropriate material. However some candidates were disadvantaged by their choice of source material. It should be emphasised that candidates must report on a specific piece of sociological research (page 13 of the specification). Candidates who attempt to report on general sociological articles cannot meet the requirements of the mark scheme.

Using the research Report Answer Book

Section (a)

The vast majority of candidates had provided the accurate bibliographical details for section (a). If this section is incomplete then there is some lack of focus on the task – see AO1.

Section (b)

Many of the candidates wrote a detailed section (b). They presented a clear outline of the research design and used technical terminology to demonstrate their sociological understanding of the aims, research tool(s) and sampling technique. They also made reference to relevant ethical issues.

Some candidates did disadvantage themselves by overemphasising the aims at the expense of other aspects of the research. Sampling also posed a problem for some. These candidates generally noted the number of participants in the sample but failed to address issues such as access and sampling technique.

Candidates should be reminded that all aspects of the research should be addressed in this section. Some were disadvantaged because they omitted reference to key details.

Section (c)

It is pleasing to note that many candidates demonstrated a good understanding of the research process in this section. These candidates focused on the research context and clearly explained why they thought the research design had been chosen. Key concepts and technical terms were used accurately and in a way that made their understanding explicit. All aspects of the research design were addressed.

Report on the Units Taken in January 2006

Weaker candidates often repeated much of section (b), made implicit or incorrect references to the key concepts and omitted references to some aspect(s) of the research design; often sampling.

Section (d)

Once again the vast majority of candidates did refer to the key findings and many linked the findings to the aims. Some candidates included far too many findings at the expense of evaluative points. Approximately 100 words should be sufficient.

The majority of the candidates attempted to use the key concepts to evaluate the research design. Many were able to demonstrate their understanding of the key concepts and apply this understanding to the context of the research. Others needed to expand on their comments, as they were sometimes rather vague whilst weaker candidates were often very confused regarding the key concepts. It should be noted that the prompts at the beginning of section (d) refers to 'parts of the research that appear to have worked well and those that have not'. Stronger candidates were able to address the strengths and weaknesses of the research without repeating much of section (c).

Appendices

Most candidates did use an appendix to illustrate the main findings. There were some candidates who included additional information in this section. It should be noted that this additional information should not be considered for assessment purposes.

Some candidates also need to be reminded to reference their appendices in section (d). One or two candidates did refer to the appendices but failed to include the relevant material.

2536: POWER AND CONTROL

General Comments

The overall standard was lower than June 2005 which is to be expected, perhaps, given a shorter preparation time for candidates. There were fewer very good scripts than in the June session. Most candidates, however, performed to a good standard.

The majority of candidates displayed a wide knowledge base with a generally accurate understanding of concepts and studies. Theoretical knowledge was less sound with common misunderstandings of theoretical perspectives and sociologists often identified with the wrong perspective. Sometimes there was a tendency to attempt to attribute every writer mentioned to a perspective when, in reality, this can over-simplify the position of individual sociologists.

Some strong candidates demonstrated such a wide ranging knowledge that the responses tended towards lists of studies which detracted from their analysis of these studies simply due to the time constraints of the exam. Candidates should be encouraged to write in greater depth and analyse fewer key studies in some cases rather than simply display an impressive knowledge of many sociologists.

When a particular theory/explanation was highlighted in the question, weaker candidates tended to include every sociologist they could remember regardless of whether they fitted into the particular perspective or not. Differences within theories are still not understood well by many candidates.

There was some evidence of 'question spotting' with candidates showing a determination to answer the question they wished had been set instead of applying their knowledge to the specifics of the question.

An impressive knowledge base was demonstrated by many students and this continues to be the strongest skill area for most candidates. Interpretation and analysis tended to be a weaker skill. Candidates should be encouraged to consider why they are including a particular concept, theory or study in terms of addressing the question. Candidates need to reflect on questions they can ask themselves in relation to material they have included such as 'so?', 'therefore?' 'how does this answer the question?'. Relevant material was often included but not then interpreted in relation to the question set.

A small minority of candidates were interpreting the question in a thoughtful way but were unable to support their ideas with evidence from studies. Very few responses were entirely impressionistic, assertive and anecdotal in this session.

Evaluation was, again, the weakest skill area which often was entirely based on the juxtaposition of theories or studies. Some candidates assumed that simply by stating that there is disagreement they are evidencing evaluative skills when they failed to indicate the nature of the disagreement. Candidates should be encouraged to ask themselves 'why?' when they state, for example, 'marxists completely disagree'.

A minority of candidates were very strong on evaluation but at the expense of other skill areas. This led to a narrow consideration of the theory/explanation indicated by the question and then a far longer part of the essay dedicated to criticising the identified theory.

Report on the Units Taken in January 2006

Many candidates were evaluating throughout their responses, however, with the ability to evaluate positively and well as through the more usual criticism of studies and theories. Strong candidates were able to indicate how more dated studies received support from later research.

Weaker candidates are still leaving their evaluation to the conclusion of their essays and there is still a tendency towards assertion, impression and opinion of the 'in conclusion I believe...' type. Some candidates are simply repeating previous points in their conclusions.

Strong candidates were using conclusions to suggest gaps in sociological knowledge and possible areas for further research, which is to be encouraged.

Knowledge of contemporary issues and events was in evidence, which is to be encouraged. This was particularly strong in relation to government policies in responses to question 2 on the law, such as the use of Anti Social Behaviour Orders.

When media sources are used these should be identified clearly rather than 'an article in the paper suggested'.

When local events/issues are being included there needs to be some contextualisation for examiners rather than assuming knowledge of the locality.

The planning of essays has improved with evidence of coherent plans without the too lengthy plans often seen in previous sessions.

Some candidates wrote introductions which were very long and often generalised without establishing a focus on the question. These introductions were often historical, particularly in questions on education. Some candidates obviously ran out of time at the end due to spending so much time establishing the context of a particular question.

A minority of candidates attempted to define everything in their introductions even to the extent of defining what a 'view' means! This wasted valuable time.

Poor spelling was again in evidence and sometimes this was within a context of generally accurate spelling. Particular problems seem to occur with sociologists' names such as Bourdieu and the Marxist concept of Bourgeoisie. On occasions, however, some proof reading at the end would correct some much simpler mistakes, for example, 'mentally ill people are a treat to society'!

Most candidates appeared to have utilised the full hour and there were few rubric errors. There were few complete misinterpretations of questions.

Comments on individual questions

Question 1

This was a popular question which was generally well answered with a sound knowledge of relevant studies demonstrated. Sometimes, however, only a part of the question was addressed, for example the issue of gender differences in offending. Some weaker responses focused entirely on African-Caribbean males. The most common evaluation was through the use of Marxism although sometimes this became a lengthy description of Marxist theories/studies without explicitly addressing the question.

Some weaker responses ignored the question and wrote an 'everything I know about crime' answer.

Question 2

This was also a popular question although generally less well answered than Q1. Candidates frequently failed to directly address the issue of the law and control and instead focused on the issue of who benefits from the law. This produced lengthy discussions about Marxist views on how the law operates in the interests of the ruling class without examining the control of powerless groups. Many candidates interpreted the question as being solely about legislation when they could have legitimately written about policing as well. There was frequently very lengthy discussion about white collar crime without indicating the relevance of this in relation to the question.

The concept of powerlessness was often taken for granted and simply related to everyone in a particular social group. For example all ethnic minorities, all women.

Question 3

This was also a popular question and generally well answered. Most candidates had a sound understanding of functionalism but, surprisingly, few candidates attempted to link earlier theories and concepts with more contemporary issues. Strong candidates made convincing interpretations of functionalist ideas in the context of developments in vocationalism, for example, but weaker candidates focused exclusively on Durkheim, Parsons and (less frequently) Davis and Moore. Many candidates were more comfortable with Marxist analysis and thus spent more time on evaluation of functionalism than on demonstrating their knowledge and understanding of functionalist explanations. Some weaker candidates were determined to identify functionalist theorists in a negative light, thus misrepresenting and/or over simplifying functionalist analysis for example 'racism in schools is a good thing'. There were few misunderstandings of the question, though, compared to Q2.

Question 4

This was another popular question and strong candidates displayed an impressive knowledge and understanding of cultural explanations relating to social class, gender and ethnicity.

Some candidates failed to reach the highest level of knowledge and understanding by concentrating solely on one social group, typically the working class.

A minority of candidates failed to address the issue of culture and simply wrote everything they knew about differential educational achievement. This frequently focused on labelling without relating inside school processes with culture.

Surprisingly very few candidates placed sub cultural analysis within a wider cultural context, for example Willis was frequently cited but the link between counter school culture and shopfloor culture was rarely made.

A minority of candidates were confused about the difference between cultural deprivation and cultural capital and between cultural and material explanations.

Question 5

A fairly popular question, although not as many responses as questions 1 – 4. Most candidates were able to discuss mental illness in a thorough way with reference to relevant studies. Some candidates, however, did not link their discussion with the concept of social control. A minority of candidates did not differentiate between social groups, for example minority ethnic groups were not distinguished from each other. Some good responses engaged with patriarchy and the medical professions in a convincing way.

Question 6

This was a fairly popular question with some good responses demonstrating wide ranging and detailed knowledge of cultural factors relating to gender, social class and ethnicity. Some candidates, however, wrote very generalised responses on inequalities with every explanation they could think of being included with equal weight being given to each explanation. A minority of candidates did not understand 'cultural' and wrote essays which were almost entirely tangential to the question. There were also some very assertive responses with a lack of supporting evidence of the 'working class up North' coughing itself to death in damp, smoke-filled rooms, living on a diet of chips' stereotype. Issues around gender and ethnicity were generally analysed more clearly and accurately than issues around social class.

Question 7

Very few responses to this question. Some candidates demonstrated a sound knowledge and understanding of symbolic communities and the relationship to lifestyles. A few candidates, however, ignored symbolic communities and wrote entirely about lifestyle differences and choices, often in an impressionistic way.

Question 8

Very few responses to this question. Some candidates produced sophisticated responses clearly linking popular culture with gender identities. Some candidates, however, seemed to rely on AS material and wrote rather untheorised responses. A minority of candidates wrote impressionistic and generalised accounts of popular culture without directly addressing the question.

Question 9

Not a particularly popular question but more responses than to Q7 and Q8. Overall the standard of responses was not very high with only a minority of candidates directly addressing the issue of the reduction in social inequalities. Most candidates wrote rather generally about welfare pluralism. Many responses demonstrated a good knowledge of developments in welfare provision but did not successfully link this to social inequalities. Where social inequalities were discussed the focus tended to be on social class rather than other aspects of inequalities.

Question 10

Again, not a particularly popular question although generally answered more convincingly than Q9. Most candidates had a sound knowledge and understanding of Marxist approaches usually with references to Ginsberg, Offe and Kincaid. Some candidates failed to focus sufficiently on welfare policies and wrote generalised accounts of Marxist theory. A minority of weaker responses dealt in depth with the history of the welfare state with little reference to Marxism.

Question 11

Few responses to this question. Some responses were strong on theory particularly related to new social movements and changing patterns of political action compared to old social movements. There was some convincing use of contemporary examples of political action, particularly direct action. Some weaker responses assumed that direct action was an entirely new phenomenon. Also at the weaker end there was a lack of understanding of trade unionism even to the extent of asserting that trade unions have disappeared!

Question 12

Few responses to this question. There were some good responses reflecting a wide ranging and detailed knowledge and understanding of new social movements and ideology with good theoretical understanding. Weaker responses focused on new social movements and/or pressure groups with little focus on ideology.

2537: Applied Sociological Research Skills

General comments

Many candidates had been well prepared for this paper and clearly understood what each part of the question required and the depth of response necessary to be placed in the top mark levels. 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 is often when all concepts are repeatedly strung together in one sentence.

A few candidates chose to do (d) and (e) first but there seemed little evidence to suggest that they did any better than those who worked their way through from part (a) and some of them appeared to have left too little time to do (a) – (c). This was particularly problematic in relation to part (c) where in order to gain all the marks available candidates are expected to provide a detailed summary of all the data and to do so in an analytical way.

There was less evidence in this session of candidates using the language and terms of psychology such as the experimenter and where they did it appeared to be centre related.

There were a few unbalanced scripts, this was primarily candidates who had produced wide-ranging and detailed responses to (d) and (e) but lost marks on (a) – (c).

Teaching Tip

Candidates should practice past papers and use the published Mark Schemes to assess their ability to reach the top mark levels paying particular attention to the skills required for parts (a) – (c).

Comments on individual parts of the question

Part (a)

Most candidates identified two problems with making generalisations about giving to charities online although a number were unable to explain what generalisation meant and were therefore unable to access full marks. The majority of candidates selected two problems although a few decided to hedge their bets and identified three or even four. There is no advantage in doing this and it usually means the candidate is wasting time on a paper where timing is of the essence. The majority of candidates identified the small sample size as a problem and the fact that top charities had pointed the survey out to their members although there were a number who identified age, income level or heavy users of the Internet as a problem and these candidates were rewarded accordingly. Weaker candidates either did not use ITEM A or, inappropriately, used reliability and/or validity in relation to generalisation.

Teaching Tip

Candidates must know exactly what the key concepts of reliability, validity, representativeness and generalisability mean since questions will continue to be set that ask for this understanding and they are also essential for parts (c), (d) and (e).

Part (b)

Almost all candidates were able to identify and explain one strength and one weakness of conducting online surveys of young people. Ease of access and willingness to tell the truth were the two most common strengths. The difficulty for the researcher of knowing who was completing the survey and differential access in terms of who might have computers and who might not were the commonest weaknesses. Differentiation was between those who could then develop the strength and weakness and those who just took it as the examiner would know what they meant. The strongest candidates linked what they were saying to relevant key concepts such as validity. There are 8 marks for this part and in order to access all of these candidates must develop their points. As with part (a) some candidates identified more than one strength and/or more than one weakness and therefore wasted time. These were usually weaker candidates who simply listed strengths and weaknesses and did not develop any of them. Overall there was a tendency to identify and develop weaknesses more convincingly than strengths. The ability to contextualise responses continues to elude some candidates and consequently a number of otherwise good answers could not be placed in the top mark level. It is not acceptable to simply repeat the words of the question, in this case '*the lifestyles of young people*'. Candidates must think about the context and link it specifically to their response.

Teaching Tip

Ensure all candidates know the key concepts thoroughly and understand how to apply them to a range of scenarios. Start with past papers and then ask students to think of some of their own scenarios which link to the other areas of the specification.

Part (c)

ITEM A was boxed in for the first time this session and that may have contributed to the fact that most candidates realised they needed to summarise the data in the text as well as the pie diagram. ITEM A will, from now, always be boxed in. The marks for this part are for AO2(a) Interpretation and Analysis and candidates must therefore do more than simply describe the findings. The strongest candidates used terms such as highest, lowest, differences, similarities and so on. Weaker candidates listed the data in the pie diagram, sometimes without statistics to support their points, and then lifted the data from the text.

Teaching Tip

Candidates should use the data on past papers to practise using terms such as most, least, in comparison etc

A few candidates made assertions or suppositions about the data that attracted no marks. Almost all candidates realised that the data in the pie diagram was in percentages however some attempted 'fancy' and usually inaccurate maths. This seems particularly problematic for candidates where percentages are involved. A few candidates misread the heading to the pie diagram and did not realise that the data applied to the 111 who took part in the pilot study.

Teaching Tip

Candidates should be given the opportunity to work with as wide a variety of statistical data as possible. This could be linked to work on the synoptic paper.

Part (d)

Most candidates understood a research design is more than just a research method and many were able to access the higher mark level for AO 1 Knowledge and Understanding. The strongest candidates were able to justify the decisions they were making and develop these decisions in relation to the key concepts and other relevant concepts such as interviewer bias as well as being able to link what they were doing to theory. Weaker candidates tended to briefly describe the elements of a research design sometimes without even linking it to the context. Most candidates realised the importance of operationalising concepts and said that 'voluntary work', 'some time' and the age of the gap year students would need to be operationalised. The strongest candidates then went on to explain how they would do that, for example what voluntary work would mean and the time span they thought was appropriate. Weaker candidates just said they would do it without saying how. Almost all candidates read the question accurately and set up a research design that would enable them to collect qualitative data and there were very few who used inappropriate methods. The main difficulty for candidates remains with regard to sampling. There was confusion between a sample and a sampling frame. With regard to sampling frames those who did understand it was a list of some sort did identify relevant ones although there was little discussion of how difficult or even impossible it might be to gain access to UCAS data or to that of universities. Nevertheless it was good to note that there was less evidence that candidates think the electoral register includes a wide range of information. The strongest candidates made the point that it would be difficult to obtain a list of gap year students and chose to use snowball or voluntary sampling. The question asks for the research process that 'you would adopt.....' Candidates who took that literally and explained how they would do it tended to produce more convincing responses as opposed to those who said they would hire researchers to do it for them.

There was still evidence of mnemonics being used and whilst some candidates obviously find these helpful for others it meant they tended to ignore the context and produced a generalised response.

Teaching Tip

Candidates should be encouraged to think of the strengths and weaknesses they might bring to research in general and then go back to past papers and apply these to previous scenarios.

Part (e)

Most candidates were able to identify a range of potential weaknesses to their research design and some solutions to the problems. The strongest candidates considered ways in which the key concepts impacted on the design as well as discussing theoretical implications. Ethical issues were often dealt with in a superficial way as if there would not be any or alternatively brushed aside with the statement '*I would follow the BSA guidelines*'. Weaker candidates tended to focus on practical problems to the detriment of any others. Some candidates appeared to be following a previously worked out set of possible weaknesses which led them away from the particular problems of their research design in relation to the specific context of gap year students doing some voluntary work to rather generalised responses which often started with '*positivists would not like my design because...*' Candidates were rewarded for recognising theoretical problems but the stronger candidates did this in relation to the context and often suggested using semi-structured interviews whilst weaker candidates plumped for a quantitative method as a solution which, given the research brief, was not appropriate. As with (d) candidates must explain and justify their weaknesses and solutions. Weaker candidates tended to make sweeping statements such as the small sample will mean its unlikely to be representative of gap year students and so therefore I will get a bigger sample with no further explanation. Stronger candidates developed the points they were making and used key concepts in a detailed and accurate manner.

This examination posed few problems for candidates and offers a clear opportunity for candidates to display their sociological skills in a positive way which is the essence of synoptic assessment. Slightly more candidates attempted question 1 than question 2, although the difference was not significant.

Question 1

- (a) Most candidates could identify the sources of income showing the main differences between ethnic groups. The common responses were 'wages and salaries' and 'self employment benefit'. To be rewarded full marks candidates needed to cite some of the statistical data to support their answer, most could do this, and cited statistical evidence for two ethnic groups within the source of income identified. Some candidates cited 'pensions' which as acceptable as the proportional difference between ethnic groups was greater in that source of income. This question posed no problems for the majority of candidates who realised that they had to use and cite the data to answer the question.
- (b) All candidates could cite two factors influencing the social position of the women in the question, most cited gender, race or social class. The differentiator in the question came from the candidate's ability to use the data but to explain it using their own words. A number of candidates lifted quotes directly from the item, leaving them to speak for themselves. Gaining full marks on this question requires the interpretation and the explanation of item A. Some candidates fell short of full marks as their answers lacked adequate interpretation.
- (c) There were some excellent responses to this question which encouraged candidates to display their methodological understanding but to contextualise it to researching the experience of children living in poverty. Some sociologically aware responses discussed issues of access and ethics, particularly well. Definitions of poverty were also referred to but these were not so easy to contextualise to the issue of children, some did manage to achieve this by discussing deprivation indices relating to children's material goods. Social desirability in answers and interviewer effect were well expressed.
- (d) Strong responses to this question focused on a range of inequalities and differentiated between the experiences of different ethnic groups, at the very top responses also responded to the 'remain' part of the question and offered a commentary on change over time. Weaker responses tended to assume that all ethnic minorities suffered inequalities in the areas of work, education and crime, which may have been a legitimate answer if appropriate evidence had been offered to support the viewpoint. Some responses attempted a theoretical answer and offered Marxist, functionalist and post modern accounts of inequalities, with some degree of accuracy yet again omitting to cover the issue of which ethnic groups suffered which inequalities. The strongest answers were conceptual and empirically based, drawing on concepts such as social closure, reserve army of labour, dual labour markets, labelling, social exclusion. Empirical evidence was offered from government statistics on education, low pay, EOC, CRE, and sociological studies such as Sewell, Mirza, Wright, Modood were referred to. To be placed in the top band candidates needed to draw on areas of the specification such as health, education, work, family, media which most responses did successfully, the differentiator was the depth of evidence offered and how well that evidence was related to some ethnic groups remaining disadvantaged in the contemporary UK.
- (e) There was a clear difference in these answers between those candidates who knew the underclass debate and those who were attempting to assemble a response in the exam drawing on the theoretical evidence that they had. Strong responses located the New Right with individual explanations, and to some degree cultural explanations, differentiating between the views of Murray and Marsland. They offered some critique of these approaches and the evidence on which they based their claims often using Taylor Gooby

and Jordon. They then offered structural explanations and cited Marxist and Weberian approaches. Strong answers were able to differentiate between Marxist approaches on the class position of the 'lumpen proletariat'. Rex and Tomlinson were used for Weberian explanations with a number of responses citing the structural break argument. Candidates who did not approach the question in this way tended to work with evidence of disadvantaged groups and show that the underclass did exist based on the evidence, clearly their responses lacked the theoretical precision needed for top band responses.

Question 2

- (a) Most candidates could the two main trends in economic activity from the decrease in those in full time employment, the increase of those in full time education or the decrease of those on government training schemes. To be rewarded full marks candidates needed to cite some of the statistical data to support their answer, most could do this, and cited the change over time from 1991 to 2001. A small number of candidates misread the question/chart and neglecting the time span therefore analysing each column of the bar chart in isolation. In the majority of cases this question posed no problems for candidates who understood that a trend had to be something over time, and that they had to use and cite the data to answer the question.
- (b) The majority of candidates could identify two ways in which young peoples experiences differed according to their social class from the item. Most cited university education being more likely for middle class than for working class young people, or that the working class youth wanted independence earlier than he middle class did. The differentiator in the question came from the candidates ability to make a comparison between the classes which most managed to do. As in question 1 a number of candidates lifted quotes directly from the item, leaving them to speak for themselves. Gaining full marks on this question requires the interpretation and the explanation of item A and many candidates used the concept of deferred/immediate gratification to exemplify what they had written.
- (c) A number of candidates struggled to contextualise their answer to this question. Most candidates understood the advantages of using unstructured interviews in research but many answers made no link to the context of researching young people's experience of being independent from their parents. The majority of answers could accurately refer to validity, rapport, verstehen, ability to digress and respond to comments offered directly. Those who did contextualise their answers made reference to how young people might feel more comfortable in an unstructured interview depending on the social characteristics of the researcher. Others referred to the use of this form of interviewing when researching 'experiences', or the importance of being able to respond to what the young people said when dealing with such a personal issue, as their relationship and independence from parents would be.
- (d) Strong responses to this question focused on a range of social groups and a range of deprivations differentiating between the experiences of different social groups. Answers tended to focus on gender, class, ethnicity, age and an increasing number discussed disabilities and regionalisation. The strongest answers were conceptual and empirically based, drawing on concepts such as reserve army of labour, dual labour markets, labelling, social exclusion. Empirical evidence was offered from government statistics on education, low pay, EOC, CPAG, and a range of sociological studies such from across the specification. Top band responses were often able to subdivide social groups and differentiate between the experiences of white working class women and white middle class women, sometimes with the use of a study such as Skeggs. The Black Feminist writers were often prominent in such accounts, as indeed would the use of the Bradley extract in question 1 Item B, although few referred to it. As in question 1 the differentiator in this question was the depth of evidence offered and how well that evidence was related to the experiences of different social groups in the contemporary UK. Weaker responses

were characterised by catch all answers which focused on a limited range of social groups and offered knowledge which they assumed applied to all women. Similarly a number of responses assumed that all ethnic minority groups were disadvantaged in education and the workplace, often offering little evidence in support. Very few responses attempted a theoretical answer although many offered Marxist accounts of economic disadvantage or Weberian versions of deprivation, which were of course rewarded.

- (e) A number of responses to this question struggled to make theoretical links to the disadvantages faced by the working classes. A number of responses offered copious detail on the disadvantages faced by the working class, from an array of studies such as Willis, Sharpe, Mac an Ghail, MacDowell and Skeggs usually accurate and detailed. Concepts such as fragmentation, contradictory class locations and feminisation appeared in stronger answers. The problem arose with evaluation of these studies as candidates often lacked the knowledge of the deriving theory making evaluation difficult unless they knew specific points of evaluation for each study, which some did but most didn't. Those candidates who adopted a combined theoretical and empirically based answer tended to find evaluation easier as they could engage in theoretical debate between the positions of Marxism and Weberianism in particular.

2539: Social Inequality and Difference

General comments

This examination posed few problems for candidates and offers a clear opportunity for candidates to display their sociological skills in a positive way which is the essence of synoptic assessment. Slightly more candidates attempted question 1 than question 2, although the difference was not significant.

Question 1

- (a) Most candidates could identify the sources of income showing the main differences between ethnic groups. The common responses were 'wages and salaries' and 'self employment benefit'. To be rewarded full marks candidates needed to cite some of the statistical data to support their answer, most could do this, and cited statistical evidence for two ethnic groups within the source of income identified. Some candidates cited 'pensions' which was acceptable as the proportional difference between ethnic groups was greater in that source of income. This question posed no problems for the majority of candidates who realised that they had to use and cite the data to answer the question.
- (b) All candidates could cite two factors influencing the social position of the women in the question, most cited gender, race or social class. The differentiator in the question came from the candidate's ability to use the data but to explain it using their own words. A number of candidates lifted quotes directly from the item, leaving them to speak for themselves. Gaining full marks on this question requires the interpretation and the explanation of item A. Some candidates fell short of full marks as their answers lacked adequate interpretation.
- (c) There were some excellent responses to this question which encouraged candidates to display their methodological understanding but to contextualise it to researching the experience of children living in poverty. Some sociologically aware responses discussed issues of access and ethics, particularly well. Definitions of poverty were also referred to but these were not so easy to contextualise to the issue of children, some did manage to achieve this by discussing deprivation indices relating to children's material goods. Social desirability in answers and interviewer effect were well expressed.
- (d) Strong responses to this question focused on a range of inequalities and differentiated between the experiences of different ethnic groups, at the very top responses also responded to the 'remain' part of the question and offered a commentary on change over time. Weaker responses tended to assume that all ethnic minorities suffered inequalities in the areas of work, education and crime, which may have been a legitimate answer if appropriate evidence had been offered to support the viewpoint. Some responses attempted a theoretical answer and offered Marxist, functionalist and post modern accounts of inequalities, with some degree of accuracy yet again omitting to cover the issue of which ethnic groups suffered which inequalities. The strongest answers were conceptual and empirically based, drawing on concepts such as social closure, reserve army of labour, dual labour markets, labelling, social exclusion. Empirical evidence was offered from government statistics on education, low pay, EOC, CRE, and sociological studies such as Sewell, Mirza, Wright, Modood were referred to. To be placed in the top band candidates needed to draw on areas of the specification such as health, education, work, family, media which most responses did successfully, the differentiator was the depth of evidence offered and how well that evidence was related to some ethnic groups remaining disadvantaged in the contemporary UK.

- (e) There was a clear difference in these answers between those candidates who knew the underclass debate and those who were attempting to assemble a response in the exam drawing on the theoretical evidence that they had. Strong responses located the New Right with individual explanations, and to some degree cultural explanations, differentiating between the views of Murray and Marsland. They offered some critique of these approaches and the evidence on which they based their claims often using Taylor Gooby and Jordon. They then offered structural explanations and cited Marxist and Weberian approaches. Strong answers were able to differentiate between Marxist approaches on the class position of the 'lumpen proletariat'. Rex and Tomlinson were used for Weberian explanations with a number of responses citing the structural break argument. Candidates who did not approach the question in this way tended to work with evidence of disadvantaged groups and show that the underclass did exist based on the evidence, clearly their responses lacked the theoretical precision needed for top band responses.

Question 2

- (a) Most candidates could identify the two main trends in economic activity from the decrease in those in full time employment, the increase of those in full time education or the decrease of those on government training schemes. To be rewarded full marks candidates needed to cite some of the statistical data to support their answer, most could do this, and cited the change over time from 1991 to 2001. A small number of candidates misread the question/chart and neglecting the time span therefore analysing each column of the bar chart in isolation. In the majority of cases this question posed no problems for candidates who understood that a trend had to be something over time, and that they had to use and cite the data to answer the question.
- (b) The majority of candidates could identify two ways in which young peoples experiences differed according to their social class from the item. Most cited university education being more likely for middle class than for working class young people, or that the working class youth wanted independence earlier than the middle class did. The differentiator in the question came from the candidates ability to make a comparison between the classes which most managed to do. As in question 1 a number of candidates lifted quotes directly from the item, leaving them to speak for themselves. Gaining full marks on this question requires the interpretation and the explanation of item A and many candidates used the concept of deferred/immediate gratification to exemplify what they had written.
- (c) A number of candidates struggled to contextualise their answer to this question. Most candidates understood the advantages of using unstructured interviews in research but many answers made no link to the context of researching young people's experience of being independent from their parents. The majority of answers could accurately refer to validity, rapport, verstehen, ability to digress and respond to comments offered directly. Those who did contextualise their answers made reference to how young people might feel more comfortable in an unstructured interview depending on the social characteristics of the researcher. Others referred to the use of this form of interviewing when researching 'experiences', or the importance of being able to respond to what the young people said when dealing with such a personal issue, as their relationship and independence from parents would be.
- (d) Strong responses to this question focused on a range of social groups and a range of deprivations differentiating between the experiences of different social groups. Answers tended to focus on gender, class, ethnicity, age and an increasing number discussed disabilities and regionalisation. The strongest answers were conceptual and empirically based, drawing on concepts such as reserve army of labour, dual labour markets, labelling, social exclusion. Empirical evidence was offered from government statistics on education, low pay, EOC, CPAG, and a range of sociological studies such as from across the specification. Top band responses were often able to subdivide social groups and

differentiate between the experiences of white working class women and white middle class women, sometimes with the use of a study such as Skeggs. The Black Feminist writers were often prominent in such accounts, and use of the Bradley extract in question 1 Item B would have been appropriate, although few referred to it. As in question 1 the differentiator in this question was the depth of evidence offered and how well that evidence was related to the experiences of different social groups in the contemporary UK. Weaker responses were characterised by catch all answers which focused on a limited range of social groups and offered knowledge which they assumed applied to all women. Similarly a number of responses assumed that all ethnic minority groups were disadvantaged in education and the workplace, often offering little evidence in support. Very few responses attempted a theoretical answer although many offered Marxist accounts of economic disadvantage or Weberian versions of deprivation, which were of course rewarded.

- (e) A number of responses to this question struggled to make theoretical links to the disadvantages faced by the working classes. A number of responses offered copious detail on the disadvantages faced by the working class, from an array of studies such as Willis, Sharpe, Mac an Ghail, MacDowell and Skeggs, which was usually accurate and detailed. Concepts such as fragmentation, contradictory class locations and feminisation appeared in stronger answers. The problem arose with evaluation of these studies as candidates often lacked the knowledge of the deriving theory making evaluation difficult unless they knew specific points of evaluation for each study, which some did but most didn't. Those candidates who adopted a combined theoretical and empirically based answer tended to find evaluation easier as they could engage in theoretical debate between the positions of Marxism and Weberianism in particular.

**Advanced GCE Sociology 3878/7878
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	44	39	34	30	26	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	65	57	50	43	36	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	42	38	34	31	28	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	43	38	33	29	25	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	68	60	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
3878	300	240	210	180	150	120	0

	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
3878	19.26	39.01	67.90	88.89	98.77	100	405

	A	B	C	D	E	U	Total Number of Candidates
7878	9.38	43.75	71.88	87.50	96.88	100	32

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