



GCE MARKING SCHEME

**SOCIOLOGY
AS/Advanced**

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCE SOCIOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

	Page
SY1	1
SY2	15
SY3	31
SY4	43

SY1

- Q.1** (a) With reference to the item and your own knowledge, explain the meaning of the term **peer group**. **[5]**

Answers should be fully rewarded for accuracy and relevance. Candidates **may** refer to the following.

- The meaning of peer group
- Agent of secondary socialisation
- Norms
- Values
- Examples of these

Other relevant ideas that may be valid and worthy of credit.

Marks	AO1
3	There will be relevant points made which identify the meaning of the term displaying a detailed and clear understanding of the term including reference to norms and values. Reference will be made to the item.
2	There will be some understanding of the term which is illustrated through the use of examples.
1	There will be basic understanding of the term with misunderstanding evident.
0	No relevant points will be made.

Marks	AO2
2	Detailed understanding is displayed through clear explanation.
1	There will be some analysis.
0	No explanations offered.

- (b) Using material from the item and your own knowledge describe and explain how any **two** agents of socialisation control behaviour. **[10]**

Answers should focus on the process:

- Sanctions, positive and negative with examples
- Role models and imitation
- Formal and informal control

Marks	AO1 (5)	AO2 (5)
4 - 5	<p>There are a number of specific, correct and relevant points made.</p> <p>Correct sociological terminology will be used in such a way as to display explicit knowledge and understanding.</p> <p>The quality of written communication will be good.</p> <p>Reference will be made to item.</p> <p>Additional sociological knowledge will be present.</p>	<p>Appropriate examples and explanations of the processes or agencies described will be apparent.</p> <p>Analysis will be explicit.</p>
2 - 3	<p>There will be some relevant points made.</p> <p>Some sociological language may be present.</p> <p>There may be some errors of punctuation, spelling and grammar.</p> <p>There may be reference to the item or additional sociological knowledge.</p>	<p>Some appropriate examples and explanations of the processes or agencies described will be apparent.</p> <p>Analysis will be implicit.</p>
1	<p>There is little evidence of sociological content.</p> <p>Answers will be common sense in approach.</p>	<p>Limited use of appropriate examples and explanations of the processes or agencies described will be apparent.</p>

Families and Culture

Q.2 (a) Outline and explain the reasons why women are having fewer children. **[15]**

Expect answers to refer to:

- Changing attitudes
- Improved health care and contraception
- Changing expectations
- Increase in divorce
- Shorter time in which to have children
- Any other relevant point

The emphasis here is on demonstrating knowledge and understanding.

AO1 (8)	AO2 (7)
<p>7 - 8</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate. Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>6 - 7</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>5 - 6</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate. Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>4 - 5</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument. Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 2</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Assess the view that the nuclear family is a thing of the past.

[30]

Answers may focus on:

- The diversity of family types
- High divorce rates
- Singlehood
- Postmodernist ideas
- Functionalist / New Right ideas
- Feminist ideas
- Family pathology

Both AO1 and AO2 skills are assessed here.

AO1 (16)	AO2 (14)
<p>13 - 16</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate. Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>12 - 14</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>9 - 12</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate. Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 11</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (16)	AO2 (14)
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Youth cultures

- Q.3** (a) Outline and explain the reasons why youth cultures are often seen as a form of resistance. **[15]**

Answers may focus on:

- Spectacular youth cultures
- Hall and Jefferson
- Marxist ideas
- Exaggerated youth culture

The emphasis here is on demonstrating knowledge and understanding.

AO1 (8)	AO2 (7)
<p>7 - 8</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>6 - 7</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>5 - 6</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>4 - 5</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 2</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Assess the view that social class and gender no longer influence youth cultures.

[30]

Answers may refer to:

- Identity
- Hybrid youth cultures
- Neo tribes
- Supermarket of style
- Club culture
- Ethnicity

Both AO1 and AO2 skills are assessed here.

AO1 (16)	AO2 (14)
<p>13 - 16</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>12 - 14</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>9 - 12</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 11</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (16)	AO2 (14)
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Community and culture

- Q.4** (a) Outline and explain the reasons why ethnicity can be an important part of community. **[15]**

Answers may include:

- Pryce
- Gilroy
- Urban riots
- Asian communities
- The problems of racism

The emphasis here is on demonstrating knowledge and understanding.

AO1 (8)	AO2 (7)
<p>7 - 8</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>6 - 7</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>5 - 6</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>4 - 5</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 2</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Identify and assess the impact of recent social change on communities. [30]

Answers may refer to:

- The impact of technology
- Ethnicity
- Globalisation

Both AO1 and AO2 skills are assessed here.

AO1 (16)	AO2 (14)
<p>13 - 16</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>12 - 14</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>9 - 12</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 11</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (16)	AO2 (14)
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY2

- Q.1** (a) Using material from the item and elsewhere, explain the full meaning of the term **qualitative data**. **[10]**

Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. There should be contextualisation of the term with reference to studies.

Candidates may refer to some, but not necessarily all, of the following:

- The source material which refers to different methods of qualitative data collection.
- Relativism.
- Subjectivity.
- Depth.
- Interpretivism.
- Action research.
- Examples of qualitative data from a variety of sources.
- Reliability and validity.
- And any other relevant points.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

Marks	AO1
5 - 6	<p>At least two strengths are identified and fully explained with reference to relevant examples.</p> <p>Accurate sociological terminology will be used in such a way as to display explicit and detailed knowledge and understanding.</p> <p>Reference will be made to the item and to other relevant studies.</p> <p>Knowledge may be illustrated with reference to the item.</p> <p>The quality of written communication will be good.</p>
3 - 4	<p>Two strengths are identified and explained with some knowledge and understanding evident.</p> <p>Some sociological language may be present.</p> <p>There will be reference to the item or additional sociological knowledge.</p> <p>There may be some errors of punctuation, spelling and grammar.</p>
1 - 2	<p>There is basic evidence of sociological knowledge and understanding.</p> <p>Answers will be common sense in approach.</p>
0	No relevant knowledge or understanding is present.

Marks	AO2
3 - 4	<p>Appropriate examples and explanations of the two strengths identified will be apparent.</p> <p>Analysis (explanations) will be explicit.</p>
1 - 2	<p>Some appropriate examples and explanations of the strengths identified will be apparent but this may be unbalanced.</p> <p>Analysis will be implicit.</p>
0	No analysis present.

- (b) With reference to the item and sociological studies, explain the importance of ethical issues to sociological research. **[20]**

Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Note that appropriate development and use of exemplary material can be taken as evidence of analysis. There should be contextualisation of the term with reference to studies and to the item as specified in the question.

Candidates may refer to some, but not necessarily all, of the following:

- The principles underlying issues of ethics:
 - respect
 - freedom from harm
 - confidentiality
 - freedom from deception
 - informed consent
 - appropriateness of study
 - capability and expertise of researcher
- Examples of ethical and unethical research taken from a variety of sources.
- The source refers to upset and intrusion into private lives.
- Explanations of ethical committees and their range and functions, perhaps with reference to the BSA.
- Understanding of why ethical guidelines are required.
- All relevant examples and explanations will be credited. Direct reference to relevant studies is necessary for answers to gain access to the top mark band.

Responses other than those listed above may be valid and credit-worthy if sociological evidence and analysis is present.

AO1	AO2
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to evidence drawn from more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Education

Q.2 (a) Define and explain the concept of the cultural capital in education. **[20]**

The focus of the answer should be on the concept of cultural capital. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the theory and implications of the workings of the hidden curriculum in education.

Candidates will be credited with:

- Marxist explanations of cultural capital.
- Reference to Bourdieu, who coined the term.
- The possible impact of cultural capital on educational success for specific groups of pupils.
- The process of acquisition of cultural capital.
- Possession of cultural information and items such as books.
- Knowledge and qualifications and their deployment in favour of some specific groups of pupils.
- Use of the concept of cultural capital in research projects such as Archer's *'I'm a Nike person'*.
- Reference to relevant studies, named writers or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (12)	AO2 (8)
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

- (b) Outline and assess the view that all girls and boys have the same opportunity to succeed in education. [40]

The focus of the answer should be **gender differences in educational success**. There should be recognition that gender success has undergone change with boys replacing girls as the gender of failure. Candidates should be aware of patterns of social inequality. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

Candidates may refer to some, but not necessarily all, of the following:

- Attainment patterns for the different social groups, with reference to class, ethnicity and gender, noting that different ethnic groups have differing male and female success rates.
- The perceived under-attainment of white, working-class boys.
- There may be understanding of how these patterns have changed and of continuing inequality.
- Theoretical positions explaining differences in attainment, for example, Marxism or labelling theory.
- Critical awareness of explanations of differential achievement such as cultural and material deprivation of school-based inequalities.
- Awareness of social influences on attainment e.g. labelling, inequality of access to good schooling, self-fulfilling prophecy.
- Reference to recent political, social or public debate with reference to educational inequality.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (20)	AO2 (20)
<p>17 - 20</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory. There will be a very good level of knowledge and understanding and this will be detailed and wide ranging. Candidates will be able to refer to more than one area of sociology where appropriate. Answers will be expressed in appropriate sociological language. Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>17 - 20</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit. References to writers, research and/or theory will be explained in detail and contextualised. Answers will be formally constructed with a clear and logical argument. Evaluation and/or analysis will be detailed and explicit throughout the answers. The candidate may challenge the terms of the question.</p>
<p>11 - 16</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory. There will be some knowledge and understanding and this will be detailed or wide ranging. Candidates may be able to refer to more than one area of sociology where appropriate. Answers will make some use of appropriate sociological language. Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning. The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>11 - 16</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4. References to writers, research or theory will have some explanation. Answers will have some clarity and logical argument. Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>6 - 10</p> <p>Candidates will be able to make limited reference to writers, research or theory. There will be basic knowledge and understanding but this will lack detail and will not be wide ranging. Candidates will make limited references to other areas of sociology. There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory referred to. Answers will have limited clarity or logical argument. Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 5</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory. There will be limited knowledge or understanding. There will be limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 5</p> <p>Candidates will make no links between their knowledge and the question. There will be no explanation of any writers, research or theory. There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Religion

Q.3 (a) Define and explain secularisation. **[20]**

The focus of the answer should be on the debates surrounding the meaning of the term secularisation. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of secularisation and of the response of the religious to this process, relevant theory and examples.

Candidates will be credited with:

- Religious thinking is losing its significance.
- Transformation of a society from close identification with religious values and institutions toward non-religious (or 'irreligious') values and secular institutions.
- Cultural changes impact on religious belief.
- State policy and the role of the church.
- Changes to the status and power of the established churches.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (12)	AO2 (8)
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

- (b) Outline and assess the view that religion is a force for change in our society. [40]

The focus of the answer should be recognising that **both functionalists and Marxists view religion as a conservative force, although other perspectives challenge this perception**. Candidates may write answers that look at this in a theoretical way, whilst others will take a wider view and cite examples from the real world. Both approaches should be credited and marks will be awarded on the quality and application of the evidence used. Candidates should be aware of patterns of social change and some recent political debates. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

Candidates may refer to some, but not necessarily all, of the following:

- Neo-Marxism and Maduro on social change.
- Civil rights movements and links to organised religious groupings.
- Weber and Protestant ethic.
- Oppositional viewpoints that view religion as a force of oppression (feminism, Marxism and functionalism).
- Growth of fundamentalism.
- Reference to recent political, social or public debate.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (20)	AO2 (20)
<p>17 - 20</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>17 - 20</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>11 - 16</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>11 - 16</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>6 - 10</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 5</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 5</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Mass Media

Q.4 (a) Define and fully explain the concept of media saturation. **[20]**

The focus of the answer should be on the idea that we are **constantly bombarded by media messaging and cannot avoid media because it is ubiquitous**. References to different media types should be credited. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the role of technology, visual impression, social significance of media forms and output and any other relevant points.

Candidates will be credited with:

- Flow of information.
- Significance of media.
- Targeting and narrowcasting to specific audience groups.
- New media forms such as Internet.
- Mention of media types.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (12)	AO2 (8)
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 – 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

- (b) Outline and assess the view that the representation of the genders in the media is undergoing change. [40]

The focus of this answer should be on **changing representations of gender in the media**. Awareness of a baseline, perhaps in the drawn in 1950s should be compared with reference to more recent gender imagery. There may be reference to changing and varying masculinity, perhaps with reference to non-traditional masculinity and the representation of homosexuality. This may be with reference to body image debates or it may be restricted to offering an overview of the theory. There may be a challenge to the view that gender representation is changing, perhaps noting that femininity is still seen as submissive to dominant masculinities. Marking should be based on the quality of evidence and the depth of analysis that is displayed in the answer. Candidates should use contemporary studies to support their line of debate.

- Body image and sexuality.
- Dominance and submissiveness.
- Anti-male and anti-female bias.
- Advertising imagery.
- Naomi Wolf and notions of feminine desirability.
- The body as a project.
- Targeted gender marketing.
- Representations of males and females in film and TV.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (20)	AO2 (20)
<p>17 - 20</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>17 - 20</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>11 - 16</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>11 - 16</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>6 - 10</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 5</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 5</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY3

Option 1: Understanding Crime

Compulsory question:

Q.1 Outline and explain patterns of victimisation in the UK. **[15]**

Reference should be made to one or more of the following:

- Limitations of available sources of information
- BCS and other victim surveys
- Reference to the relationship between conviction rates and victimisation rates (i.e. the patterns are broadly similar)
- Reference to gender, social class, ethnicity, age, locality
- Reasonable suggestions as to why certain groups are more vulnerable than others, with reference to studies or theory where applicable.

Responses other than those listed above may be valid and credit worthy.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of patterns of victimisation. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the patterns of victimisation. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the patterns of victimisation. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge or understanding.

EITHER:

Q.2 Discuss the role of the police in controlling crime in the UK.

[45]

The focus of the answer should be on social control and crime with specific reference to the police. The evaluation will not use just one specific perspective but may refer to all of the perspectives or it may refer to more practical understandings of the role of the police in the functioning of the state.

Knowledge of recent legislation or of the role of the police in British society will be rewarded. Descriptive accounts of alternative theories will not be highly rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates may refer to some but not necessarily all of the following:

- The collection of official statistics and the influence of those statistics on seeking solutions to crime
- New Left Realism and the role of the police in developing solutions to crime
- Right Realism and control theories, proactive policing and social control
- Canteen culture, racism and sexism
- Reiner and notions of occupational culture
- Macpherson Report and institutional racism
- Scarman Report and codes of police behaviour
- Gorrige and Rosie and the policing of crowd events
- Reference to recent political, social or public debate regarding explanations and control of crime
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy.

OR:

Q.3 Outline and assess interactionist explanations of crime and deviance. **[45]**

The focus of the answer should be on **an evaluation of interactionism with specific reference to the strengths and weaknesses of this approach to explain both crime and deviance.**

Candidates may look at theory specifically looking at strengths and weaknesses or they may evaluate the theory in the light of alternative theories. Both approaches are equally acceptable. Answers may make reference to a variety of theoretical viewpoints and examples to support or reject interactionism. Descriptive accounts of alternative views will not be highly rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates may refer to some but not necessarily all of the following:

- Phenomenology
- Social Interactionism
- Ethnomethodology
- Social construction and social context of crime and deviance
- Becker and labelling theory
- Matza and drift theory, conventional and subterranean values, subcultures
- Validity of interactionist research studies into crime
- Failure of interactionism to identify the specific triggers of crime
- Reference to recent political, social or public debate regarding criminality
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy.

AO1 (13)	AO2 (32)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>18 - 24</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>10 - 17</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 4</p> <p>Answers are likely to be limited and anecdotal with few if any references to writers, research or theory.</p> <p>There will be very little accurate knowledge or understanding.</p> <p>There will be very little use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Option 2: Understanding Politics

Compulsory question:

Q.4 Outline and explain what is meant by nationalism.

[15]

Reference should be made to one or more of the following:

- Set of beliefs and values linked to culture
- Sense of common culture and identity (linked to ethnicity)
- Sense of ideology (linked to authority)
- Sense of nation
- Marx and capitalism
- Durkheim and solidarity
- Weber and charismatic authority
- Examples of nationalist movements, particularly those of the UK
- Geographical notions of national unity and separation
- Oppression of minorities, separatism and devolution

Responses other than those listed above may be valid and credit worthy.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the term 'nationalism'. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the term 'nationalism'. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term 'nationalism'. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge or understanding.

EITHER:

Q.5 Discuss reasons for differences in political participation in the UK. **[45]**

The focus of the answer should be on **an understanding of the degree to which differing social groups participate in political life in the UK. This may focus on issues of age, gender, class, ethnicity and locality in fairly general terms or it may consider social class in detail, considering how certain social groupings are able to maintain and control the power structure.**

This question may also be read as a debate into changes in political participation and should be credited as such. The focus should still be on reasons why there are differences in the degree to which people participate in politics in the UK.

Answers may make reference to more than one theoretical perspective but not in a merely descriptive account.

Higher order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. High achieving answers will not give descriptive accounts but will weigh up the strengths and weaknesses of differences in participation, using evidence to construct evaluative discussions.

Candidates may refer to some but not necessarily all of the following:

- The British political system
- The power structures of British society
- Forms and notions of democracy
- Party membership, interest groups and power structures
- Patterns and trends of participation in voting and elections
- New and different forms of participation
- Control of the media and the role of the new media
- Reference to recent political, social or public debate regarding political participation in the UK
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy.

OR:

Q.6 Outline and assess elite theory as an explanation for power relationships in society [45]

The focus of the answer should be on **an understanding of elite theory. Strengths and weaknesses of the theory should be explored.**

Answers may make reference to more than one theoretical perspective but not in a merely descriptive account.

Higher order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. The high achieving answers will not give descriptive accounts but will weigh up the strengths and weaknesses of each view, utilising evidence to construct evaluative discussions of elite theory.

Candidates may refer to some but not necessarily all of the following:

- Elite theory as a response to Marxism
- Classical elite theories; Pareto and Mosca
- Elite theory and links to fascism
- Mills and notions of a power elite
- Recent developments in elite theory
- Differences between elite theory and elite pluralism
- Recruitment and maintenance of elites
- Reference to recent political, social or public debate
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy.

AO1 (13)	AO2 (32)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>18 - 24</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>10 - 17</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 4</p> <p>Answers are likely to be limited and anecdotal with few if any references to writers, research or theory.</p> <p>There will be very little accurate knowledge or understanding.</p> <p>There will be very little use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY3

Option 3: Understanding Health and Disability

Compulsory question:

Q.7 Outline and explain what is meant by the term epidemiology.

[15]

Reference should be made to one or more of the following:

- Distribution of health events and diseases
- Assumptions regarding the ontology and aetiology of disease
- Identification of risk factors for disease
- Statistical analysis of disease occurrence
- Identification of causes for disease
- Causal connections
- Cohort studies
- Outbreak control

Responses other than those listed above may be valid and credit worthy.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the meaning of the term 'epidemiology'. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the term 'epidemiology'. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term 'epidemiology'. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge or understanding.

EITHER:

Q.8 Discuss reasons for differences in health and morbidity rates in the UK. [45]

The focus of the answer should be on an evaluation of the **varying reasons for social differences in the experience of health and morbidity with reference to age, class, gender, locality and ethnicity. Reasons for specific differences may be identified, or reasoning to explain the existence of differences between social groups may be discussed.**

This question may also be read as a debate into changes in health and morbidity rates in the UK and should be credited as such. The focus should still be on reasons why there are differences in the degree to which people experience health and sickness in the UK.

Answers may make reference to more than one theoretical perspective but this should not be merely descriptive.

Higher order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills.

Answers may include references to some of the following:

- Patterns and trends in terms of health and morbidity in the UK
- Government reports such as the Black Report
- Living standards and income
- Education and prevention
- Post code lottery
- Wilkinson and inequality within society
- Marmot and social control and unequal value placed on people
- Material conditions and social infrastructure
- The variety of forms of provision
- The role of the health service
- Recent research by JRF and other interested bodies

Responses other than those listed above may be valid and credit worthy.

OR:

Q.9 Outline and assess feminist explanations for inequality in health.

[45]

The focus of the answer should be on **feminism and gender studies as explanations for health inequality.**

Answers may make reference to more than one theoretical perspective but this should not be merely descriptive.

Higher order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills.

Answers may include references to some of the following:

- Feminism: Marxist, liberal, black, radical and recent variants should be explored so that there is a notion of debate within the perspective
- Biological models and reproductive machines
- Patriarchy and biomedical models
- Lifecourse issues
- Health risk and material poverty
- Social and material inequality in society

Responses other than those listed above may be valid and credit worthy.

AO1 (13)	AO2 (32)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>18 - 24</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>10 - 17</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 4</p> <p>Answers are likely to be limited and anecdotal with few if any references to writers, research or theory.</p> <p>There will be very little accurate knowledge or understanding.</p> <p>There will be very little use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY4

Q.1 (Compulsory)

- (a) Identify and explain **two** reasons why the researchers decided to use **structured interviews** in their research.

[10]

Answers may include:

- So that interviewees could explain any difficult questions.
- To ensure consistency and reliability.
- To gather quantitative data that would be easy to analyse
- To identify patterns and correlations.

Marks	AO1
8-10	Two methodologically sound reasons will be identified, with detailed reasons clearly explained.
5-7	Two reasons will be identified, with some explanations offered.
3-4	There will be basic understanding of the reasons why the method was chosen, with two reasons offered.
1-2	There will be limited understanding of the reasons, there will be limited understanding.
0	No relevant points will be made.

(b) As an A Level Sociology student, you have been asked to design a research project to collect **qualitative** data on experience of crime amongst a sample of young people in your area.

- Outline each stage of your research design, explaining the reasons for your choices at each stage.
- Identify some of the problems that may occur and their impact on the quality of the data collected.

[30]

Candidates should make their choices, justify their research design and identify potential problems in the light of:

- Ethics.
- Validity.
- Reliability.
- Practical considerations.
- Generalisability.
- Representativeness.

AO1 (14)	AO2 (16)
<p>12 - 14</p> <p>Candidates will demonstrate their knowledge and understanding through detailed and accurate reference to a range of methodological terminology. Their research designs will be logical, demonstrating sound knowledge and understanding of research procedures. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 16</p> <p>Candidates will relate designs directly to the design brief under consideration and this link will be explicit. Designs will be justified in relation to key methodological considerations of reliability, validity, objectivity, representativeness, generalisability and ethics. There will be detailed explanation of the problems likely to be encountered and their impact on the data collected.</p>
<p>8 - 11</p> <p>Candidates will demonstrate their knowledge and understanding through accurate reference to some methodological terminology. The research design will show some knowledge and understanding of research procedures. The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>9 - 12</p> <p>Candidates will show some link between the design and the design brief. Designs will provide some justification in relation to reliability, validity, objectivity, representativeness, generalisability and ethics. There will be some identification of problems associated with the design with some reference to their impact.</p>
<p>5 - 7</p> <p>There will be some attempt at constructing a research design. Candidates will be able to use basic sociological terms correctly. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 8</p> <p>Candidates will show basic links between the design and the design brief. Designs will provide a basic justification in relation to reliability, validity, objectivity, representativeness, generalisability and ethics.</p> <p>Basic attempts at analysis and/or evaluation will be apparent.</p>
<p>1 - 4</p> <p>Candidates may offer a very simplistic design with gaps in knowledge and understanding. Candidates will offer limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>Candidates make limited reference to the design brief. There will be limited reference to key methodological issues. Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Understanding World Sociology

EITHER:

- Q.2** (a) Identify **two** areas of life, **one** from the developing and **one** from the developed world, where there is inequality. Illustrate your answer with reference to evidence from **each** area identified. **[20]**

Answers can focus on any type of inequality such as gender, ethnic or class.

Answers may refer to:

- Gender, inequalities in education, crime and deviance, health or work and pay in the UK.
- In the Developing World, evidence reflecting inequalities between genders may come from:
 - work and pay
 - education
 - health

In each case, actual research evidence or statistics are required, e.g.

- Foster Carter.
- Infanticide.
- Reproductive rights.
- Abbot & Wallace
- Marginalisation.
- Leonard.
- Maria Mies.
- Work.
- Elwood

or

Answers should cite evidence from **two** areas, e.g.

- Education.
- Health.
- Work and pay.
- Crime and deviance.
- Or any other suitable area.

- Typical areas for the Developed World might be education or crime and deviance.
- From the Developing World, examples and evidence of ethnic cleansing or racism in any area of life.
- Ethnic inequalities in education, crime and deviance, health or work and pay in the UK.

In the Developing world, evidence reflecting inequalities between ethnic groups may come from:

- Work and pay, e.g. Pakko and Pollard 'Burgamonics' Black 'socioeconomic apartheid', education, health.
- Ethnocentrism, e.g. Edwards, Carmen, Sankara, Galeano, Frank, neo colonialism.

In each case actual research evidence or statistics are required.

Or: class inequalities.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Q.2 (b) Evaluate how Trans National Corporations contribute towards the inequalities in the developing world. **[30]**

- Economic well-being.
- Social well-being.
- Ethnocentrism.
- IMF.
- Globalisation.
- Modernisation.

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be very limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

OR:

- Q.3** (a) Identify **two** areas of life, **one** from the developing world and **one** from the developed world where, there is gender inequality. Illustrate your answer with reference to evidence from **each** area identified. **[20]**

Evidence of gender inequality can be drawn from education, crime and deviance, health and work and pay in the UK.

In the developing world evidence reflecting inequalities between genders may come from work and pay, education and health.

In each case, actual research evidence or statistics are required, e.g. Foster Carter, infanticide, reproductive rights, Abbott and Wallace, Leonard, marginalisation, Miles, Elwood.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Q.3 (b) Evaluate the view that aid is not a long-term solution to the problems in the developing world. **[30]**

Answers might include:

- Different types of aid and their advantages and disadvantages.
- Bilateral.
- Multilateral.
- NGOs.
- The case for aid ... Cassen, examples of the success of aid.
- The case against ... Erixon, Bauer ... increasing poverty.
- Debt crisis.
- Dependency.

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be very limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Understanding Social Inequality

OR:

- Q.4** (a) Identify **two** areas of life in the contemporary UK where there is evidence of gender inequality. Illustrate your answer with reference to evidence for each **area** identified. **[20]**

Answers should identify two areas such as:

- Family ... triple shift, dual burden, domestic violence, e.g. Leonard, Stanko.
- Education ... 'failing boys', e.g. Mitsos and Brown, Connolly.
- Crime and deviance ... patterns and statistics relating to gender.
- Health.

In each case, research evidence or statistics need to be cited.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit. There will be detailed analysis of the evidence identified. Analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some analysis of the evidence identified will be present. Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth. Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence. Analysis of the evidence identified will be basic and likely to be implicit. Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence. There will be very limited accurate knowledge or understanding. There will be limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present. There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

- (b) Evaluate the view that gender inequalities are the result of a patriarchal society. **[30]**

Answers might include:

- A range of Feminist ideas.
- Alternative explanations such as Marxism, Weberianism, Functionalism.
Focus should be the evaluation of feminist explanations.

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding.</p> <p>There will be very limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

OR:

- Q.5** (a) Identify **two** areas of life in the contemporary UK where there is evidence of inequality. Illustrate your answer with reference to evidence for each area identified. **[20]**

Answers can focus on class, gender or ethnicity or a combination with evidence drawn from any two areas:

- Education ... low levels of success and rates of participation in some socio-economic groups.
- Crime and deviance ... patterns and statistics relating to social class, white collar crime.
- Health inequalities relating to social class ... patterns of morbidity and mortality.

In each case research evidence or statistics need to be cited.

or

Answers should identify **two** areas such as:

- Family ... triple shift, dual burden, domestic violence, e.g. Leonard, Stanko.
- Education ... 'failing boys', e.g. Mitsos and Brown, Connolly.
- Crime and deviance ... patterns and statistics relating to gender.

In each case research evidence or statistics need to be cited.

or

Class inequalities.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Evaluate the usefulness of Marxist explanations of inequality.

[30]

Answers might include:

- Marxism.
- Alternative explanations such as Weberianism.
- Feminist ideas.
- Functionalist ideas.
- Focus should be on usefulness.

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
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<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>



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