



GCE MARKING SCHEME

**SOCIOLOGY
AS/Advanced**

JANUARY 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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.

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GCE SOCIOLOGY
SY1 - ACQUIRING CULTURE
MARK SCHEME

Judgements remain the responsibility of the markers. The responsibility for final decisions remains with the Chief Examiner for the paper.

Principles underlying the marking:

- Marking is positive.
- The full range of the mark scheme will be applied.

Mark allocation matrix

Question	Raw marks	AO1 (55%)	AO2 (45%)
Compulsory			
1(a)	5	3	2
1(b)	10	5	5
Optional			
2, 3 or 4 (a)	15	8	7
2, 3 or 4 (b)	30	16	14
Total	60	32	28
Weightings	100%	55%	45%

SY1

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

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

- Agents of culture
- 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 culture 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 culture which is illustrated through the use of examples.
1	There will be basic understanding of the term culture 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 transmit norms and values. **[10]**

The focus of the answer should be on the process of social control via socialisation.

Reward use of terms such as sanction, role model, limitation.

You may also see references to gender socialisation and Ann Oakley which can be rewarded, but is not obligatory.

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 for an increase in the diversity of family forms in contemporary society. **[15]**

Expect a range of family forms to be identified with reasons for their growth.

Answers may refer to changing attitudes towards family types:

- Increase in divorce and re-constituted families
- Increased independence of women
- Increased tolerance of diversity such as same-sex families, Weekes et al

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. There will be a detailed 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.</p> <p>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>6 - 7</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>5 - 6</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>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. 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>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references 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 basic 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>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. 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. 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</p> <p>Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory. 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 there is equality in gender roles within the family in contemporary society.

[30]

There should be two clear sides to the discussion.

Evidence drawn from studies such as:

- Time budget studies
- Decision making
- Power including violence
- The new man

Ideas should be supported by evidence with an explanation of what the evidence shows.

The very best answers may also consider gender roles in children in the family.

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 - 9</p> <p>Candidates will be able to make basic references to writers, research or theory. 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 for changes in female involvement in youth cultures in contemporary society. **[15]**

Answers may focus on the invisibility of women in the past:

- Feminist ideas about females and youth culture
- Bedroom culture
- Ladettes
- Girl power
- New femininities

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. There will be a detailed 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>6 - 7</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>5 - 6</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 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>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. 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>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references 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 basic 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>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. 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. 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</p> <p>Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory. 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 spectacular youth cultures have been replaced by neo tribes in contemporary society. [30]

Answers should examine the nature of youth cultures today compared to those in the past.

- Demographic change
- Globalisation
- Consumption patterns
- Style
- Hybrid cultures

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. There will be a detailed 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>12 - 14</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>9 - 12</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>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. 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>

AO1 (16)	AO2 (14)
<p>5 - 9 Candidates will be able to make basic references 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 basic 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>4 - 7 Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4 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 - 3 Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory. There will be limited analysis.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

Community and culture

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

Answers may include reference to specific national organisations and why they are important.

Multi-culturalism and specific groups representing different nationalities with explanation of their role.

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. There will be a detailed 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>6 - 7</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>5 - 6</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>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. 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>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references 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 basic 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>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. Any evaluation or analysis will be implicit and very limited.</p>
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<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

- (b) Assess the view that virtual communities have become more important than traditional communities. [30]

Answers may examine face book
 Chat rooms
 The use of e mail
 You tube
 Any other virtual community
 Traditional communities and their value
 Neighbourhood watch schemes
 Local representative groups and their importance

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. 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 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 - 9</p> <p>Candidates will be able to make basic references 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 basic 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>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. Any evaluation or analysis will be implicit and very limited.</p>
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<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

GCE SOCIOLOGY
SY2 - UNDERSTANDING CULTURE
MARK SCHEME

Judgements remain the responsibility of the markers. The responsibility for final decisions remain with the Chief Examiner for the paper.

Principles underlying marking:

- Marking is positive.
- The full range of the mark scheme will be applied.

Mark allocation matrix

	Raw Marks	AO1 (55%)	AO2 (45%)
1 (a)	10	6	4
1 (b)	20	12	8
2, 3 or 4 (a)	20	12	8
2, 3 or 4 (b)	40	20	20
Total	90	50	40
weightings	100 %	55 %	45 %

SY2

- Q.1** (a) Using material from the item and elsewhere, explain the full meaning of the term representative sample. **[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 and to the item. Strengths and weaknesses may be referred to within the context of representative sampling.

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

- Processes such as identification of population
- Specific sampling processes, such as random sampling, quota sampling and systematic sampling methods
- Statistical methods
- Probability and generalisability
- 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 and research, identify and assess various sources of **secondary data** that can be used by sociologists. [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 reference to the item.

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

- The variety of secondary sources of secondary data
- The nature of secondary sources (personal records and official data sets)
- Strengths and weaknesses of personal data
- Strengths and weaknesses of official data
- Examples of studies that have used secondary data
- When arguing for or against this should be in the context of key methodological issues such as: validity, reliability, practicality, generalisability
- 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 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 evidence drawn from 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>7 - 8 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>6 - 9 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>5 - 6 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>4 - 5 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>3 - 4 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 - 3 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 - 2 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 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

Education

Q.2 (a) Identify and explain why anti-school subcultures may develop. **[20]**

The focus of the answer should be on theory and how one or more theories may explain the development of anti-school subculture. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of social control and social processes within schools that may lead to the development of anti-school subcultures.

Candidates will be credited with:

- A clear attempt to define the term anti-school subculture
- Reference to labelling theory and/or Marxism
- Reference to notions of resistance
- Recent study into anti-school attitudes such as lad and ladette culture
- Recent political, social or public debate with regard to attitudes to education
- 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>

Note that the matrices will be applied to the other options on the Unit 2 paper.

- (b) Discuss how social class may influence educational attainment. [40]

The focus of the answer should be on **social class**. Expect answers that focus on theories to explain social class patterns of attainment as well as discussions relating to material and cultural deprivation or privilege. More recent debates increasing equality or the development of new types of school are also relevant. The debate may focus on success of the middle classes or the relative under-attainment of the working class. 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:

- Understanding of patterns of class attainment should be displayed
- Understanding and knowledge of the different types of explanation for the relative under-attainment of certain classes (perhaps with reference to patterns within groups)
- There may be reference to various stages of education (primary, secondary and tertiary)
- Material explanations for working class under-attainment
- Cultural explanations for working class under-attainment
- Critical awareness of the variety of explanations of differential achievement
- Reference to recent political, social or public debate with reference to educational inequality and social class
- 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>

Religion

Q.3 (a) Identify and explain the formation of religious cults. **[20]**

The focus of the answer should be on defining and the formation of cults, with reference to one or more cults. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the contested nature of the term cult, relevant theory and examples.

Candidates will be credited with:

- Attempts to define cult, recognising that there is limited agreement as to the constitution of a cult
- Some attempt to differentiate cult from sect
- Recognition that cult is a derogatory term
- Charismatic leadership
- Processes of individual recruitment (stress, simple explanation, love)
- Wallis (world affirming, world rejecting and world accommodating)
- Stark and Bainbridge (client, audience and cult movements)
- Benign and destructive cults
- 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) Discuss the relationship between religion and social class.

[40]

The focus of the answer should be on **the relationship between social class and religion**. There should be recognition that there are different patterns of religiosity and religious observance between social classes. There will be reference to Marxism which should be discussed fully; in addition reference to other theory should be credited. 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:

- Understanding of patterns of observance, affiliation and social class
- Historically weakening link between social class and specific denominations and religions
- Mainstream religions from a broad range of classes
- Established religions have leaders tending to come from privileged backgrounds
- Many denominations tend to have more working class members
- Cults often recruit from deprived and marginal
- NAM and NRM for young professionals
- Marxism and religion as a form of social class control
- 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) Identify and explain the globalisation of the mass media. **[20]**

The focus of the answer should be on defining and offering examples of globalisation of the mass media, with some reference to explanations of the process. 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 the media technology and the need for profit.

Candidates will be credited with:

- Attempts to define and explain the process of globalisation of the mass media
- Mention of different media forms
- Consumption of culture
- Understanding of the importance of ownership of global media concerns
- The growth of the multi-national media corporations
- 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) Discuss the view that social class influences the content and use of the media. **[40]**

The focus of this answer should be on the social class and the links between social class and the media. There are a variety of debates, so breadth or depth should be credited. Candidates should utilise contemporary studies, cases and debates to support line of discussion.

- Representation of social classes within the media and by the media
- Targeting of social classes by media products
- Class patterns of consumption of the media
- Media as a form of class control (Marxism)
- Ownership and control of media (with reference to class of media professionals)
- Reference to different media forms
- 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>

GCE SOCIOLOGY

SY3 - UNDERSTANDING POWER AND CONTROL

Judgements remain the responsibility of the markers. The responsibility for final decisions remain with the Chief Examiner for the paper.

Principles underlying marking:

- Marking is positive.
- The full range of the mark scheme will be applied.

Mark allocation matrix

	Raw marks	AO1 (45%)	AO2 (55%)
Paper Total	60	28	32
Total	60		
Weightings	100 %	45 %	55 %

SY3

Option 1: Understanding Crime

Compulsory question:

Q.1 Explain the meaning of the term 'social control'. **[15]**

The focus of the answer should be on defining and explaining social control, with reference to one or more agencies of formal or informal social control. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the contested nature of the term social control, relevant theory and examples.

Candidates will be credited with:

- Agencies of formal social control such as the police and judiciary – perhaps with reference to Marxist theory
- Agencies of informal social control - perhaps with reference to Functionalism, Hirschi and informal social control (bonds of attachment)
- 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.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the form and variety of social control. 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 form and variety of social control. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the form and variety of social control. 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.

EITHER:

Q.2 Evaluate subcultural explanations of criminal behaviour. **[45]**

Answers may make reference to more than one theoretical perspective in the discussion of sub-cultures. Descriptive accounts 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:

- Anomie and functional explanations of criminal sub-culture
- Cohen's criticisms of Merton's failure to account for non-utilitarian crime
- The notion of working class failure and delinquency as a collective response to status frustration
- Variety of forms of criminal subculture
- Miller and focal concerns
- Interactionist perspectives on subculture
- Matza – delinquency and drift
- 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 Assess the view that crime is a working class activity. **[45]**

The focus of the answer should be on **an evaluation of the extent and character of working class crime, perhaps with reference to the argument that middle class crime is underestimated.**

Answers may make reference to more than one theoretical perspective in the discussion of class and crime but these will be related directly to the question rather than providing a general overview of theory. The focus of the discussion will be on the validity of explanations of working class crime. 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:

- An outline of class based crime data and prevalence of working class conviction rates
- Marxist theories of crime
- Chambliss – crime evenly distributed between social classes, power and money determines arrest rates, laws protect property.
- Snider and the focus on street crime to the exclusion of the crimes of the ruling classes
- Sutherland and white collar crime
- Functionalist theories of crime
- Murray and notions of underclass
- 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 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. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32 Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. 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. 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 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. 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 Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7 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. Candidates will be able to use 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>10 - 17 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. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and or logic argument.</p>
<p>1 - 4 Answers are likely to be limited and anecdotal with few if any references to writers research or theory. There will be very little accurate knowledge or understanding. There will be very little use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9 There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

Option 2: Understanding Politics

Compulsory question:

Q.4 Explain the role of the nation state.

[15]

The focus of the answer should be on **the nation state, nationalism and nationalism parties**. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the contested nature of the term, relevant theory and examples.

Candidates will be credited with:

- Geographical boundaries
- Unified cultural and historical institutions
- Language similarities
- History of the formation of the nation state
- Nation state and 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.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the form and variety of the nation state. 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 form and variety of the nation state. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the form and variety of the nation state. 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.

EITHER:

Q.5 Evaluate pluralist explanations of the distribution of power in the UK. [45]

The focus of the answer should be on **pluralism and the distribution of power within the UK, perhaps with references to differences in political participation**. Note that this command requires application of theory to the UK specifically and pre-prepared answers on pluralism alone will not appear in the top mark band.

Answers may make reference to more than one theoretical perspective in the discussion of **pluralism**. 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:

- Representative democracy
- General elections
- New social movements and new political alliances
- Interest and power groups and influence over decision makers
- The British political system
- The power structures of British society
- Reference to recent political, social or public debate regarding health inequalities
- 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 Assess the role of political parties in the UK. [45]

The focus of the answer should be on **function and role of political parties with specific reference to UK politics**.

Answers may make reference to more than one theoretical perspective but not in a merely descriptive account and these accounts of other perspectives will not take precedence over discussion of elite theory.

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 following theories are likely to feature in good answers. 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.

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

- The ideologies of political parties
- Mention of the recent coalition status of British government
- Candidate selection (perhaps with reference to women only selection lists)
- General elections
- Formulation of policy
- Local party support and grassroots campaigns
- Manifesto commitments
- Reference to recent political, social or public debate regarding social and power inequalities
- 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 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. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32 Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. 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. 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 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. 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 Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7 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. Candidates will be able to use 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>10 - 17 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. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and or logic argument.</p>
<p>1 - 4 Answers are likely to be limited and anecdotal with few if any references to writers research or theory. There will be very little accurate knowledge or understanding. There will be very little use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9 There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

Option 3: Understanding Health and Disability

Compulsory question:

Q.7 Explain the meaning of the term risk behaviour.

[15]

The focus of the answer should be on a **definition and explanation of risk behaviour**. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the contested nature of the term risk behaviour.

Candidates will be credited with:

- Definition of the term
- Risk behaviour and young people
- Risk behaviour and gender differences
- Risk behaviour and social class
- 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.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the form and variety of risk behaviour. 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 form and variety of risk behaviour. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the form and variety of risk behaviour. 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.

EITHER:

- Q.8** Evaluate how health professionals can influence the provision and delivery of health care. **[45]**

The focus of the answer should be on **understanding that there are social causes for differences in health and morbidity based on class, gender, ethnicity and age within the UK and that health professionals may contribute to those differences.**

Answers may make reference to more than one theoretical perspective in the discussion of how health professionals can influence provision and delivery of health care. 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:

- Patterns of health and morbidity should be described
- Reference to sources of information may be referred to
- Regulators of health care professionals
- Distribution of services
- Education of health care professionals and of the public
- Access to health care
- National Health Service and privatisation debates
- Proposed changes to NHS
- Reference to recent political, social or public debate regarding health practice
- 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.9 Assess explanations of the link between class and ill health.

[45]

The focus of the answer should be on an evaluation of the link between social class and ill health

Answers may make reference to more than one theoretical perspective in the discussion of class and ill health but these will be related directly to the question rather than providing a general overview of theory. The focus of the discussion will be on the validity of Marxist and Functionalist accounts. 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:

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

- Gender, power and access to resources
- Welfare state and benefits
- Class based definitions of health
- Material explanations
- Cultural explanations
- Social Capital
- National Health Service
- Reference to recent political, social or public debate regarding health practice
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

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 logic 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>

GCE SOCIOLOGY

SY4 - Understanding Social Divisions

Judgements remain the responsibility of the markers. The responsibility for final decisions remains with the Chief Examiner for the paper.

Principles underlying the marking:

- Marking is positive
- The full range of the mark scheme will be applied

Mark allocation matrix

	Raw marks	AO1 (45%)	AO2 (55%)
Question			
(Compulsory) 1	40	18	22
2 or 3 or 4 or 5 (a)	20	8	12
2 or 3 or 4 or 5 (b)	30	13	17
Total	90		
Weightings	100%	45%	55%

SY4

Q.1 (Compulsory)

- (a) Identify and explain **two** reasons why the researchers decided to use a random sampling technique in their research. **[10]**

Answers should refer to representativeness and generalisability because the sample would be large enough to use such a technique.

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 the extent of regular exercise amongst a sample of elderly 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 class inequality. Illustrate your answer with reference to evidence from each area identified. **[20]**

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:

- Work and Pay, Jamaica's plantations, low pay and exploitative working practices
- Health, patterns linked to class
- Education

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

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>

Q.2 (b) Evaluate sociological explanations of inequalities in the developing world. **[30]**

Answers might consider a range of theories:

- Rostow ... development
- Frank ... dependency
- Feminist ideas
- The role of TNCs

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 and one from the developed world where there is inequality. Illustrate your answer with reference to evidence from each area identified. **[20]**

Developing World: evidence could examine ethnic, gender or class, inequality and may focus on:

- Work and pay
- Health
- Education

Developed World: evidence could examine ethnic, gender or class, inequality and may focus on:

- Work and pay
- Health
- Education

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 usefulness of sociological explanations of gender inequality in the developing world. **[30]**

Answers might include:

- Feminist
- Dependency
- Culture
- TNCs

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

EITHER:

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

Answers should identify two areas such as:

- Education ... low levels of success and rates of participation in some socio-economic group.
- 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.

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>
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(b) Evaluate the view that class inequality is functional for society.

[30]

Answers might include:

- Functionalist explanations for inequality
- Consideration of class as inevitable
- Consideration of class as functional
- Consideration of the notion of meritocracy
- Marxist ideas that challenge functionalist claims
- Feminist
- Weberian

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OR:

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

Any two areas, but there must be reference to at least two pieces of evidence for each area identified for the answer to get into the highest band for AO1.

Popular areas may be:

- Education ... labelling, attainment, classroom studies.
- Crime ... stop and search, institutional racism.
- Work and Pay ... recruitment practices (Jenkins) horizontal/vertical segregation of jobs.

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(b) Evaluate the usefulness of Marxist explanations of ethnic inequality. **[30]**

Answers might include:

- Racialised class fraction ... Miles
- Reserve army of labour ... Castles & Kosack
- Weberian ... dual labour market
- Institutional racism

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WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk