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# **GCE MARKING SCHEME**

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**SOCIOLOGY**  
**AS/Advanced**

**SUMMER 2015**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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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## SY1

### ACQUIRING CULTURE

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 or 3 or 4 (a)	15	8	7
2 or 3 or 4 (b)	30	16	14
Total	60	32	28
Weightings	100%	55%	45%

**Q.1 (a) With reference to the item and your own knowledge, explain the meaning of the term status.**

**[5]**

Answers should be fully rewarded for accuracy and relevance.

Candidates may refer to the following:

- Definition
- Ascribed status
- Achieved status
- Status and influence/power
- Status and agents of socialisation
- Examples

<b>Marks</b>	<b>AO1</b>
3	There will be relevant points made which identify the meaning of the term, displaying a <b>detailed</b> and clear understanding of the term.
2	There will be <b>some</b> understanding of the term which is illustrated through the use of examples.
1	There will be <b>basic</b> understanding of the term with misunderstanding evident.
0	No relevant points will be made.

<b>Marks</b>	<b>AO2</b>
2	Detailed understanding is displayed through clear explanation. Reference will be made to the item.
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 influence behaviour. [10]**

The focus of the answer should be on the process of socialisation.  
 Terms such as sanctions, role model, imitation should be expected/rewarded.  
 The best answers will refer to specific examples focusing on behaviour.

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

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>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> <p>Reference will be made to item.</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 why cohabitation has increased in the contemporary UK. [15]

Expect a range of reasons (3/4) with an explanation of their influence on the increase in cohabitation.

Answers may refer to some of the following:

- Accurate statistics
- Secularisation
- Changing values/declining stigma
- Increased independence of women - Bejin
- Divorce rates/fear of marriage/high expectations/cost of marriage - Allan and Crow
- McRay
- Preparation for marriage - Chester
- Effective contraception - Allan and Crow

The emphasis here is on demonstrating knowledge and understanding and an ability to explain in terms of the question,

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

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

<b>AO1 (8)</b>	<b>AO2 (7)</b>
<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) Discuss the influence of social changes on families.**

**[30]**

Expect to see a discussion focused on different aspects of family, candidates may refer to family structure and/or roles within the family.

The discussion should be supported by evidence with an explanation of the evidence.

- Secularisation
- Changing roles and independence of women/men
- Legislation
- Changing norms and values
- Economic changes
- Demographic changes e.g. the changing role of grandparents, theoretical viewpoints of changing family structure - functional, new right, post-modern.

Other relevant ideas that may be valid and worthy credit.

<b>AO1 (16)</b>	<b>AO2 (14)</b>
<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>



<b>AO1 (16)</b>	<b>AO2 (14)</b>
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging. 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. 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. 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</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 features of neo-tribes.

[15]

Expect a range of features (3/4) with an explanation.

Answer may refer to some of the following:

- Lack of coherent structure
- Fluid/open in terms of membership
- Not linked to class, gender, ethnicity
- Blurred in terms of values, behaviour, style
- Networks of choice
- Short term networks

Bennett, Hetherington, Bauman, Roberts, Post-modernism.

The emphasis here is on demonstrating knowledge and understanding and an ability to explain in terms of the question.

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

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

<b>AO1 (8)</b>	<b>AO2 (7)</b>
<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) Discuss the influence of social changes on youth subcultures.**

**[30]**

Expect to see a discussion focused on a range of youth subcultures.

The discussion should be supported by evidence with an explanation of evidence.

Influence in terms of:

- Class
- Gender
- Ethnicity
- The influence of the media
- Identity/role of young people
- Increasing consumerism
- Changing working economy
- The growth of neo-tribes
- Theoretical viewpoints - Marxism, functionalism, feminist, post-modern

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

<b>AO1 (16)</b>	<b>AO2 (14)</b>
<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>

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

## Community and Culture

### Q.4 (a) Outline and explain how class can influence community life.

[15]

Expect a range of points (3/4) with an explanation of their relevance to the link between class and community.

Answers may refer to some of the following:

- Belonging
- Shared norms and values
- Social support and solidarity
- Socialisation, primary and secondary
- Cultural transmission
- Locality and class

Other relevant ideas that may valid and worthy of credit.

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

<b>AO1 (8)</b>	<b>AO2 (7)</b>
<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) Discuss the influence of social changes on communities.**

**[30]**

There should be a discussion. Answers could focus on the influence of specific social changes on a range of communities.

The discussion should be supported by evidence with an explanation of the evidence.

- Changing social structure in terms of class, ethnicity, gender
- Economic changes
- Globalisation
- Virtual communities
- Changing norms and values
- Changing influence of agencies of socialisation

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

<b>AO1 (16)</b>	<b>AO2 (14)</b>
<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>



<b>AO1 (16)</b>	<b>AO2 (14)</b>
<p>5 - 8</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>
<p>1 - 4</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 - 3</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>

## SY2

### UNDERSTANDING CULTURE

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

Question	Raw marks	AO1 (55%)	AO2 (45%)
1 (a)	10	6	4
1 (b)	20	12	8
2 or 3 or 4 (a)	20	12	8
2 or 3 or 4 (b)	40	20	20
<b>Total</b>	<b>90</b>	<b>50</b>	<b>40</b>
<b>weightings</b>	<b>100 %</b>	<b>55 %</b>	<b>45 %</b>

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

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

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

- A clear attempt to define the term
- Links to theory (representative and non-representative) probability / non-probability, random / non-random.
- Methods used: random, quota, systematic, stratified, non-representative snowball, convenience, self-selecting
- Issues of reliability and validity
- Sampling biases
- Access to population (but not copied, processed)
- Issues of representation and generalisability
- Strengths and weaknesses of the sampling methods
- And any other relevant points

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

<b>Marks</b>	<b>AO1</b>
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.

<b>Marks</b>	<b>AO2</b>
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 and sociological studies, explain some of the practical issues that researchers can face when conducting research. [20]**

Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Note that appropriate development and use of exemplary material can be taken as evidence of analysis.

There should be contextualisation of the term with reference to studies and to the item as specified in the question.

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

- Defining the terms of the question briefly, referring to practical issues and how some research is difficult to conduct
- Piloting
- Access
- Sampling
- Financing and funding
- Time
- Careers considerations
- Choice of methods
- Personal skills of researcher
- Triangulation / methodological plurality
- Issues of literacy for some vulnerable groups and questionnaires
- Available opportunities
- Operationalisation of concepts
- Proximity to respondents
- Reliability, validity, ethics presenting practical problems for the research design

All relevant examples and explanations will be credited. Direct reference to relevant studies is necessary for answers to gain to the top mark band.

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

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

## Education

### Q.2 (a) Outline and explain what is meant by anti-school subcultures. [20]

The focus of the answer should be on describing and explaining the characteristics or 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
- Oppositional to pro-school cultures
- Issues of status within peer groups and self-esteem
- Archer and Yamashah (2003) boys valued 'bad boy' image and felt education was 'soft'
- Self-fulfilling prophecy
- Tony Sewell and ethnicity
- Recent study such as Jackson and the development of 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 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 is the most important factor affecting the educational attainment of children. [40]**

The focus of the answer should be on patterns of social inequality relating to class though other variables such as gender and ethnicity may be discussed. Candidates may explain why class is a cause of under-attainment or they may compare various factors that affect educational attainment. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

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

- Attainment patterns for genders, class and ethnicity. There may be understanding of how these patterns have changed and of continuing inequality.
- Theoretical positions explaining differences in attainment
- Critical awareness of other explanations of differential achievements such as Marxism.
- Awareness of other influences on attainment (e.g. class, ethnicity etc.)
- Reference to recent political, social or public debate with reference to educational inequality perhaps the development of free schools or reference to elite groups in government
- 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 analysis is present.

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

## Religion

**Q.3 (a) Outline and explain what is meant by the term spirituality. [20]**

The focus of the answer should be on the difference between spirituality and organised religious practice. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of secularisation and of postmodernism and 'pick and mix' choices regarding belief, relevant theory and example.

Candidates will be credited with:

- Spiritual as opposed to religious movement
- Belief in the totality of mind and body
- Link to post modernism and 'pick and mix' belief
- Rejection of traditional religion
- Secularisation
- Social class
- Spiritual shopping
- Supermarket of belief
- NAMs
- Individualistic concern with self-knowledge rather than association with other believers
- Cultural changes and impact on religious belief
- Changes to the status and power of the established Churches
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy if sociological evidence 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 Marxist view of religion.**

**[40]**

The focus of the answer should be on Marxists who see religion as a source of oppression and possibly Weberians who challenge Marxists. There are two possible approaches, one is to explain and assess Marxism. The other is to compare Marxism to other theories such as Weberianism and Functionalism. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

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

- Understanding of Marxist theory in general
- Theoretical debates linked to Marxism, Weber and Functionalism
- The mechanisms through which religion may act a a force of control
- Social control
- Alternative views identifying religion as an agent of change
- Decline of religion and secularisation
- 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 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) Outline and explain what is meant by the term agenda setting. [20]

The focus of the answer should be on the meaning of the term agenda setting and the processes by which it can be accomplished. This can be related to ownership debates and to social theory. Credit should be given to an understanding of the role of the media professionals, the needs of visual media, the need for profit, Marxist views of the media.

Candidates will be credited with:

- A definition of the term
- Reference to the role of media professionals
- Celebrity culture
- Agenda setting
- Gatekeeping
- Social control
- Marxism and pluralism
- New social media
- Ownership and proprietorship
- Different measures of newsworthiness
- Silly season stories
- 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 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 news is socially constructed.**

**[40]**

The focus of this answer should be on the perception of what news is, the way that news is selected and presented and sociological theories relating to news production. Lines of debate and discussion should be explicit.

Candidates should utilise contemporary studies to support line of debate.

- Reference to relevant studies or sociological writing such as McQuail, Philo
- Gatekeepers and power elites
- News values
- Nick Davies on spin doctors
- Infotainment
- Accountability
- Pyramid of access
- Ownership
- Ideology
- Financial constraints and advertising
- Audience response and targeting of audiences
- Construction of media reality and bias
- Semiotics
- Folk devils and moral panics
- Pluralism
- Propaganda models
- Cultural effects models
- 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 analysis is present.

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

### **SY3**

#### **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**

<b>Question</b>	<b>Raw marks</b>	<b>AO1 (55%)</b>	<b>AO2 (45%)</b>
Paper Total	60	28	32
Total	60		
Weightings	100 %	45 %	55 %

## OPTION 1: UNDERSTANDING CRIME

### Compulsory question:

**Q.1 Outline and briefly explain the meaning of the term amplification of deviance.** [15]

The focus of the answer should be on defining and explaining the term amplification of deviance, with reference to relevant sociologists and examples. Answers should be fully rewarded for accuracy and succinct coverage of relevant points. Credit should be given an an understanding of relevant theory and examples.

Candidates will be credited with:

- A clear definition of the term amplification of deviance
- Reference to sociologists such as Cohen, Wilkins, Young and Jewkes
- Link to interactionism and/or labelling theory
- Reference to other relevant studies or sociological writing
- Applied use of relevant examples
- All relevant examples an 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 amplification of deviance. 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 amplification of deviance. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of amplification of deviance. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge and understanding.

**EITHER:**

**Q.2 Assess Marxist explanations of crime and deviance.**

**[45]**

The focus of the answer should be on Marxist explanations of crime and deviance.

Answers may make reference to more than one theoretical perspective but these will be related directly to the question rather than providing a general overview of theory. They may make reference to left realism, functionalism, the New Right, feminism and postmodernism. 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:

- Clear exposition of Marxist explanations of crime and deviance
- The work of Marxists such as Bonger, Chambliss, Box, Hirst, Slapper and Tombs and Gordon
- The hegemony of the ruling class - Gramsci, Miliband
- Snider, Croall
- Taylor, Walton and Young and the New Criminology
- Marxist/neo-Marxist romanticisation of working class criminals
- Marxist sub-cultural theory and the work of Brake, Hebdige and others
- Feminist critique including the work of Carlen
- Murray and views of the New Right
- Reference to relevant studies of 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 Evaluate the view that labelling leads to criminal and deviant behaviour. [45]**

The focus of the answer should be on an evaluation of the view that labelling leads to criminal and deviant behaviour.

Answers may make reference to more than one theoretical perspective in the discussion of labelling and an evaluation of the view that it leads to criminal and deviant behaviour, but these will be related directly to the question rather than providing a general overview of theory. 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:

- Clear exposition of labelling theory in relation to criminal and deviant behaviour
- The work of Becker, Lemert and Cicourel is likely to be referred to
- Chambliss
- Cohen
- Taylor, Walton and Young
- Hall, Plummer
- 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.

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

## OPTION 2: UNDERSTANDING POLITICS

### Compulsory question:

#### Q.4 Outline and briefly explain the meaning of the term bureaucracy. [15]

The focus of the answer should be on defining and explaining bureaucracy, with reference to relevant sociologists and examples. Answers should be fully rewarded for accuracy and succinct coverage of relevant points. Credit should be given to an understanding of relevant theory and examples.

Candidates will be credited with:

- A clear definition of bureaucracy
- Relationship between bureaucracy and the political process
- Reference to Weber
- Reference could be made to the work of Ritzer and McDonaldisation and/or to the work of Thompson and McHugh
- Reference to other 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 term bureaucracy. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the term bureaucracy. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term bureaucracy. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge or understanding.



***EITHER:***

**Q.5 Assess explanations of the distribution of power in the contemporary UK. [45]**

The focus of the answer should be on explanations of the distribution of power in the contemporary UK.

Answers may make reference to more than one theoretical perspective in the discussion of pluralist explanations of the distribution of power in the contemporary UK but these will be related directly to the question rather than providing a general overview of theory. 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 exposition of explanations of the distribution of power in the contemporary UK
- Explanations of power
- Weber
- Reference to the work of Dahl, Hewitt, Hewitt and Grant and Marsh
- Urry and Wakeford, Miliband, Grant
- 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 Evaluate the view that some groups are more likely than others to participate in the political process in the contemporary UK. [45]**

The focus of the answer should be on the view that some groups are more likely to participate in the political process.

Answers may make reference to a range of explanations to evaluate the view that some groups are more likely to participate in the political process in the contemporary UK but these should not be merely descriptive accounts. 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. Well supported lines of discussion will be rewarded.

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

- The nature of the political process
- Gender, class and ethnicity
- Age
- Political parties
- Pressure groups
- New Social Movements
- 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.

<b>AO1 (13)</b>	<b>AO2 (32)</b>
<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 logical 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 Outline and briefly explain the meaning of the term medical disability. [15]

The focus of the answer should be defining and explaining medical disability, with reference to relevant sociologists and examples. Answers should be fully rewarded for accuracy and succinct coverage of relevant points. Credit should be given to an understanding of relevant theory and examples.

Candidates will be credited with:

- A clear definition of medical disability
- Reference to the DDA
- Link to biomedical model of health
- Link to capitalism and work Finkelstein
- Reference to work of Oliver
- Other relevant sociologists such as Shakespeare, Hyde, Davies and Bourdieu
- Reference to other relevant studies or sociological writing
- Applied use of relevant 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 meaning of the term medical disability. 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 meaning of the term medical disability. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the meaning of the term medical disability. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge and understanding.

***EITHER:***

**Q.8 Assess explanations of gender differences in health and illness. [45]**

The focus of the answer should be on gender differences in health and illness. Answers may make reference to alternative explanations of differences in health and illness but descriptive accounts of alternative explanations will not be highly rewarded. High order skills of analysis and evaluation are weighed 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:

- Detailed consideration of gender differences in health and illness
- Statistical evidence
- Biological factors
- Taylor and Field
- Graham
- Arber and Thomas
- Popay and Bartley
- Nettleton
- Class
- Ethnicity
- Reference to recent political, social or public debate regarding differences in health and illness
- 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 Evaluate the view that cultural factors cause inequalities in health and illness in the contemporary UK. [45]**

The focus of the answer should be on the view that cultural factors cause inequalities in health and illness in the contemporary UK.

Answers may make reference to more than one explanation in the discussion of cultural factors as a cause of inequalities in health and illness but these will be related directly to the question rather than providing a general overview of different explanations. 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.

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

- Detailed consideration of cultural factors as a cause of inequalities in health and illness in the contemporary UK
- Annandale and Field
- Materialist explanations
- Townsend
- Artefact explanations
- Social selection explanations
- Racism
- Gender differences
- Reference to recent political, social or public debate regarding inequalities and health and illness
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

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

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

## 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

Question	Raw marks	AO1 (55%)	AO2 (45%)
(Compulsory) 1	40	24	16
2 or 3 or 4 or 5 (a)	20	8	12
2 or 3 or 4 or 5 (b)	30	13	17
<b>Total</b>	<b>90</b>		
Weightings	100%	45%	55%



**Q.1 (Compulsory)**

- (a) Identify and explain two reasons why the researcher decided to use self-complete questionnaires in her research. [10]**

Answers may include:

- Reliability - they can replicate and make comparisons
- The nature of the research - privacy should enhance validity
- Information not influenced (bias)

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

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

<b>Marks</b>	<b>AO1</b>
8-10	Two methodologically sound reasons will be identified, with detailed reasons clearly explained. At least one reason should be clearly contextualised. Reference should be made to key terms.
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 use of social networking sites amongst a representative sample of people living in your area. [30]**

- Outline the stages 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.

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

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

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) There is evidence of class inequality in the developing and developed world. Provide examples of this from one area of life in the developed world and from one area of life in the developing world, using appropriate evidence in each case to support your examples. [20]**

Answers might refer to work and pay for example; Elliot and Harvey, Pakko and Pollard or evidence of exploitation of poor groups. In the UK, evidence might be drawn from education and patterns of attainment with reference to DfES statistics, health inequalities or any relevant area supported with evidence.

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

- (b) Discuss the view that modernisation can solve the problems faced by countries in the developing world. [30]**

Indicative content

- Neo-colonialism and transnational exploitation such as Shell in Nigeria, Bhopal and TNC's, Elliott and Harvey and the plantation and economy in Jamaica.
- Expect to see Marxist ideas for example, dependency theory and the role of aid and debt. Frank and the origins of dependency; colonialism. Frank's ideas about exploitation through neo-colonialism. Economies of developing countries are dependent on developed nations through over concentration on primary products, tariffs and quotas and inequalities resulting from inflation in Western economies. Trans-national companies forging links with local landed elites.
- The concept of debt causing harm and the reliance on foreign investment and discussion of the consequences such as sweat shops and destruction of the natural world.
- Expect to see an evaluation of alternative theories and ideas such as Rostow and the role of modernisation in development, the benefits of aid such as the creation of infrastructures. The notion of World systems theory as opposed to dependency used to criticise Marxist ideas about global inequalities.
- Sociological research and examples referred to should be used to support lines of discussion and to consider the usefulness of Marxist explanations of global inequalities.

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. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding.</p> <p>There will be very limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

**OR:**

**Q.3 (a) There is evidence of inequality in the developing and developed world. Provide examples of this from one area of life in the developed world and from one area of life in the developing world, using appropriate evidence in each case to support your examples. [20]**

- Gender, class or ethnic inequalities in education, crime and deviance, health or work and pay in the UK.
- In the Developing World evidence reflecting inequalities may come from: Work and pay, educational health.
- In each case actual research evidence or statistics are required.



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

- (b) Discuss the view that trans-national corporations create global inequality. [30]**

Answer may include:

- Expect to see Marxist ideas for example, dependency theory and the role of aid and debt. Frank and the origins of dependency; colonialism. Frank's ideas about the exploitation through neo-colonialism. Economies of developing countries are dependent on developed nations through over concentration of primary products, tariffs and quotas and inequalities resulting from inflation in Western economies. Trans-national companies forging links with local landed elites, the focus should be on the impact of trans-national corporations.
- Neo-colonialism and trans-national exploitation such as Shell in Nigeria, Bhopal and other TNC's Elliott and Harvey and the plantation economy in Jamaica.
- Expect to see an evaluation of alternative theories and ideas such as Rostow and the role of modernisation in development, the benefits of aid such as the creation of infrastructures (Goldthorpe), criticisms of the generic claims about the damage of aid and debt such as those made by Gereffi or Evans. The notion of World systems theory as opposed to dependency used to criticise Marxist ideas about global inequalities.
- Social research and examples referred to should be used to support lines of discussion and to consider the usefulness of Marxist explanations of global inequalities.

AO1 (13)	AO2 (17)
<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>13 - 17 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>8 - 12 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>4 - 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>5 - 7 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 logical argument.</p>
<p>1 - 3 Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very 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 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>

## Understanding Social Inequality

**EITHER:**

**Q.4 (a) There is evidence of ethnic inequality in the contemporary UK. Provide examples of this from two areas of life in the contemporary UK referring to appropriate evidence in each case to support your examples. [20]**

Answers should identify two area such as:

- Education; patterns of attainment with reference to DfES statistics, classroom based studies such as Connolly, Mirza
- Health; statistics relating to morbidity of mortality
- Crime and deviance; statistics from ONS or any other source on prison populations, stop and search
- 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>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

**(b) Discuss the view that an individual's class, status and party can explain inequality. [30]**

Expect to see a discussion of Weberian ideas such as:

- Class, the notion that there are a number of classes
- Status; the notion that class and status are closely linked and that this has an impact on inequality such as high wealth but low status lottery winners or high status less wealth, status groups cutting across class divisions
- Party involvement in groups that can have an influence such as trade unions, pressure and interest groups and how these can be used to explain dimensions of inequality such as class, gender and ethnicity.

Alternative explanations theories should also be considered:

- Functionalist; the inevitability of inequality, Davies and Moore and role allocation, the notion of meritocracy linked to evaluation of Weberian ideas
- Marxist; the two class model, conflict, bourgeoisie, proletariat, infrastructure, superstructure and evidence such as cultural capital an studies by Sullivan and Reay used to evaluate Weberian ideas
- Feminist; the impact of patriarchy on inequality. Reference to writers and studies used to evaluate the usefulness of Weberian ideas such as Barron and Norris, Walby
- Patterns of inequality linked to gender such as work and pay used to evaluate the usefulness of Weberian ideas.

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

**OR:**

**Q.5 (a) There is evidence of inequality in the contemporary UK. Provide examples of this from two areas of life in the contemporary UK referring to appropriate evidence in each case to support your examples. [20]**

Answers can examine either one inequality such as class or two such as class and gender. Either way, two areas must be examined.

Answers should identify two areas such as:

- Education
- Crime and deviance
- Health inequalities
- 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>
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<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

**(b) Discuss the view that the basis of inequality is patriarchy. [30]**

Answers should include a discussion of feminist theories such as:

- Radical patriarchy with evidence and examples used to evaluate, Coote and Campbell, Abbott and Wallace and critics such as Morgan, Rowbotham
- Liberal, with evidence and examples used to evaluate, gender inequalities can be solved with better socialisation and legislation, consideration of this view in light of legislation such as Sex Discrimination Act, Equal Pay Acts and recent statistics from ONS on work and pay, the impact of changes to reading schemes and the changing expectations of women
- Marxist, with evidence and examples used to evaluate Dual systems, theory, Skeggs, Reserve army of labour, Freedman, Delamont
- Walby, triple systems theory with evidence and examples used to evaluate.

Patterns of gender inequality linked to explanations for the patterns and the usefulness of feminist ideas

Alternative explanations/theories of gender inequality and other types of inequality should also be considered such as:

- Functionalist explanations of inequalities in work used to evaluate feminist claims about patriarchy such as human capital criticised by Olsen and Walby whose work could be used to defend the notion of patriarchy
- Marxist; the notion that class is the only real explanation for inequality.
- Concepts such as "genderquake" and the changing nature of the role of women used to consider the relevance of patriarchy in contemporary society and as evaluative tools to address the terms of the question.

The answer should address the usefulness of feminist ideas in explaining all types of inequality such as ethnic inequality and class inequality.

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



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