



GCE MARKING SCHEME

SUMMER 2016

**SOCIOLOGY - SY3
1353/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE SOCIOLOGY
SUMMER 2016 MARK SCHEME

UNDERSTANDING POWER AND CONTROL

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

Principles underlying marking:

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

Mark allocation matrix

	raw marks	AO1 (45%)	AO2 (55%)
	60	28	32
Total	60		
weightings	100 %	45 %	55 %

Option 1: Understanding Crime

Compulsory question:

1. Outline and briefly explain the meaning of the term underclass (15)

The focus of the answer should be on defining and explaining the meaning of the term underclass with reference to relevant sociologists and examples. Credit should be given to an understanding of relevant theory and examples.

Candidates will be credited with:

- A clear definition of the term underclass in relation to an understanding of crime and deviance
- Reference to sociologists such as Murray, Runciman, Jones and Taylor
- Link to New Right theory of crime
- 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 creditworthy.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the term underclass. 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 underclass. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term underclass. 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 relevant knowledge or understanding displayed

Either

2. Assess subcultural explanations of crime and deviance. (45)

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

Answers should make reference to more than one subcultural explanation. 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 subcultural explanations of crime and deviance
- The work of A Cohen, Cloward and Ohlin
- Miller, Parker
- Nightingale, Bourgois
- The work of the CCCS including Willis, Brake and Clarke
- The work of relevant feminist writers
- Murray and views of the New Right
- Postmodern critiques of subcultural theories might be used including the work of Thornton
- 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 creditworthy.

Or:

3. Evaluate the view that gender is a major influence on criminal and deviant behaviour. (45)

The focus of the answer should be on an evaluation of the view that gender is a major influence on criminal and deviant behaviour

Answers may make reference to more than one theoretical perspective in the discussion of gender 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 gender.

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 gender in relation to criminal and deviant behaviour
- Patterns of male/female criminality
- The work of Messerschmidt, Connell, Willis,
- Heidensohn, Adler, Carlen, Young, Toor
- Katz and Lyng
- Ladettes
- Reference to domestic violence
- Collier
- Winlow
- Miller
- 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 creditworthy.

Banding	AO1 (13)	AO2 (32)
<p>36-45</p>	<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>26-35</p>	<p>8-10 There will be some knowledge of writers and/or 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 may 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>15 - 25</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 used 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 basic reference to any writers or theory Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and or logic argument.</p>

<p>1 - 13</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</p>	<p>No relevant knowledge or understanding displayed</p>	<p>No relevant analysis</p>

Option 2 Understanding Politics

Compulsory question:

4. Outline and briefly explain the meaning of the term interest groups. (15)

The focus of the answer should be on defining and explaining the meaning of the term interest groups with reference to relevant sociologists and examples. Credit should be given to an understanding of relevant theories and examples.

Candidates will be credited with:

- A clear definition of interest groups
- Reference to pluralism
- Reference to the work of writers such as Garnett, Dahl, Grant and Marsh
- Use of examples such as Greenpeace, Amnesty International and the CBI
- 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 creditworthy.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the term interest groups. 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 interest groups. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term interest groups. 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 relevant knowledge or understanding displayed.

Either:

5. Assess Marxist explanations of the distribution of power in the contemporary UK. (45)

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

Answers may make reference to more than one Marxist explanation in the discussion 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 Marxism. 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 Marxist explanations of the distribution of power in the contemporary UK
- Explanations of power
- Reference to the work of Marx and Engels on the notion of the state
- The work of Miliband, Poulantzas
- Neo-Marxist explanations of power including the work of Gramsci
- Westergaard and Resler, Urry and Jessop
- Marxist elite theory
- 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 creditworthy.

Banding	AO1 (13)	AO2 (32)
<p>36-45</p>	<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.</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>26-35</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.</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 Candidates will relate some knowledge to the question under consideration but the link may 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>15 - 25</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 used 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 basic reference to any writers or theory Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and or logic argument.</p>

<p>1 - 13</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</p>	<p>No relevant knowledge or understanding displayed</p>	<p>No relevant analysis</p>

Or:

6. Evaluate the view that globalisation has led to the decline of the power of the nation state. (45)

The focus of the answer should be on the view that globalisation has led to the decline of the power of the nation state

Answers may make reference to a range of explanations to evaluate the view that globalisation has led to the decline of the nation state. Descriptive accounts will not be highly rewarded.

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:

- Definitions of globalisation
- The nature of globalisation including reference to the work of Baylis and Smith
- An explanation of the notion of the nation state
- Reference to writers such as Martell
- The work of Held and McGrew
- Giddens
- 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 creditworthy.

Banding	AO1 (13)	AO2 (32)
36-45	<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.</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 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 may 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>
15 - 25	<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 used 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 basic reference to any writers or theory Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and or logic argument.</p>

<p>1 - 13</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</p>	<p>No relevant knowledge or understanding displayed</p>	<p>No relevant analysis</p>

Option 3 Understanding Health and Disability

Compulsory question

7. Outline and briefly explain the meaning of the term social stigma. (15)

The focus of the answer should be on defining and explaining the term social stigma with reference to relevant sociologists and examples. Credit should be given to an understanding of relevant theory and examples.

Candidates will be credited with:

- A clear definition of social stigma with relation to health and disability
- Reference to writers such as Goffman, Hall, and Scrambler and Hopkins
- Reference to labelling
- Examples of social stigma such as mental illness and disability
- 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 creditworthy.

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

Either:

8. Assess the biomedical model of health and illness. (45)

The focus of the answer should be on the biomedical model of health and illness

Answers may make reference to alternative explanations of health and illness but descriptive accounts of alternative explanations will not be highly rewarded. 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:

- Detailed consideration of the biomedical model of health and illness
- Definitions of health and illness
- The social model of health
- Reference to the work of Jewson, McKeown, Chrisman, Blaxter, Nettleton, Taylor and Field and others
- Causes and treatments
- Reference to recent political, social or public debate regarding the scientific/biomedical model of health
- 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 creditworthy.

Or:

9. Evaluate the view that material factors are responsible for social inequalities in morbidity and mortality (45)

The focus of the answer should be on the view that material factors are responsible for inequalities of morbidity and mortality.

Answers may make reference to more than one explanation in the discussion of material factors as responsible for inequalities of morbidity and mortality 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.

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.

Responses other than those listed above may be valid and creditworthy.

- Definitions of mortality and morbidity
- Patterns of inequalities in relation to morbidity and mortality
- Detailed consideration of material factors as a cause of inequalities of morbidity and mortality
- Reference to inequalities of gender, class, ethnicity and age
- Cultural, artefact and social-selection as alternative explanations for inequalities in health and illness
- 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

Banding	AO1 (13)	AO2 (32)
36-45	<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.</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>
26-35	<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.</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 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>
15 - 25	<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 used 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 basic reference to any writers or theory Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and or logic argument.</p>

<p>1 - 13</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</p>	<p>No relevant knowledge or understanding displayed</p>	<p>No relevant analysis</p>