



General Certificate of Education

Sociology 6191

**SCY6 Crime and Deviance;
Stratification and Differentiation**

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Dr Michael Cresswell, Director General.

**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC
MARK SCHEMES FOR UNIT 6.**

TWO RELATED MARK SCHEMES ARE PROVIDED

Examiners are required to consult and apply the two related mark schemes as follows:

A General Mark Scheme made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

A Question Specific Mark Scheme made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

Marking

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark Scheme and the General Mark Scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark Scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

GENERAL MARK SCHEME FOR UNIT 6

Knowledge and Understanding

- 0** No relevant knowledge or understanding.
- 1 – 5** Answers in this band will show a very limited sociological knowledge and understanding. Answers will show little or no knowledge or understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

- 6 – 10** Answers in this band will show a somewhat limited sociological knowledge and understanding. Answers will show a limited knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

- 11 – 16** Answers in this band will show a reasonably good sociological knowledge and understanding. Answers will show an accurate but undeveloped knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

17 – 20 Answers in this band will show very good sociological knowledge and understanding. Answers will show a clear and detailed knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

GENERAL MARK SCHEME FOR UNIT 6

Identification, Analysis, Interpretation and Evaluation

0 No relevant identification, analysis, interpretation or evaluation.

1 – 5 Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show, at best, only a rudimentary ability to demonstrate any of the four skills.

Higher in the band, answers will show an ability to demonstrate one or more of the four skills to only an elementary standard. For example, there may be a very limited identification of a study or perspective. There may be a basic interpretation or analysis of an aspect of the question or of the material offered in answer to it. Evaluation may consist of a single brief critical point.

Throughout this band, there may be numerous significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Answers are very unlikely to demonstrate more than one or two of the skills, even to a very limited degree.

6 – 10 Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show a limited ability to demonstrate any of the four skills. For example, a few features of a study or perspective may be identified, or a couple of brief evaluative points made.

Higher in the band, skills will remain generally undeveloped but either a wider range of skills will be shown to a limited degree, or one or two skills only may show some incomplete development, as for example an interpretation of a study or theory in a way appropriate to the set question.

Throughout this band, there may be some significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Evidence of all four skills may be present to a limited degree; alternatively, there may be reasonable evidence of one or two skills but no evidence of others.

11 – 16 Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, all or most skills will be present with some incomplete development. Alternatively, one or two skills will be explicitly and well developed, with more limited demonstration of others. For example, there may be some explicit but one-sided evaluation and some appropriate analysis of a number of relevant issues.

Higher in the band, there may be a fuller development of one or two skills, for example a thorough, explicit and balanced evaluation, whilst some other skills are present but still incomplete.

Throughout this band, skills will be demonstrated in a generally accurate and relevant way, but there will be some errors, incomplete development or inappropriate aspects.

17 – 20 Answers will show very good skills of identification, analysis, interpretation and evaluation.

Lower in the band, most skills will be successfully and explicitly demonstrated but not all will be fully developed. For example, evaluation may remain somewhat one-sided.

Higher in the band, all skills will be demonstrated in a thorough, comprehensive and explicit manner throughout, with sensitivity and sophistication and following a clear rationale.

Throughout this band, all four skills will be demonstrated in an accurate, appropriate manner.

QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, punctuation and grammar are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of parts (b) and (c) of the questions. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

Questions 1 (b) and 2 (b)

In the 1 – 4 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 5 – 9 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 10 – 12 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

Questions 1 (c) and 2 (c)

In the 1 – 5 band, candidates' answers are likely to be characterised by the very poor logical expression of ideas and the use of a very limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

In the 6 – 10 band, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

In the 11 – 16 band, candidates' answers are likely to be characterised by the reasonable to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

In the 17 – 20 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

Choose **one** Section and answer **all** parts of the question from that Section.

SECTION A: CRIME AND DEVIANCE

Total for this section: 60 marks

- | |
|---|
| <p>1 (a) Identify and briefly explain one advantage and one disadvantage of using overt rather than covert participant observation to study crime and deviance. <i>(8 marks)</i></p> <p><i>This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological methods.</i></p> |
|---|

Two marks for one appropriate advantage and two marks for one appropriate disadvantage, such as:

Advantages

- researcher does not have to pretend to be ‘one of the gang’
- more ethical
- less risk of going native
- easier to get out at end of research.

Disadvantages

- more difficult to gain access to deviant groups
- researcher cannot become fully part of the deviant group
- group is more likely to conceal information
- lower validity than covert PO.

Two further marks for each of these satisfactorily explained, such as:

Advantages

- Researcher does not have to pretend to be ‘one of the gang’: this may be difficult as the researcher may lack the specialist knowledge/skills needed to play the role convincingly.
- More ethical: researcher is not compromised by having to participate in deviant or illegal acts, or by deceiving those being studied.
- Less risk of going native: by being less involved, researcher can avoid becoming over-sympathetic to deviant behaviour and producing a romanticised account of wrongdoing.
- Easier to get out at end of research: deviant groups may expect a high degree of commitment from members and may prevent them leaving, but the overt researcher was never a member and so can leave with less difficulty than a covert ‘member’.

Disadvantages

- More difficult to gain access to deviant groups: because they are likely to be secretive and suspicious/untrusting of ‘respectable’ outsiders such as sociologists.
- Researcher cannot become fully part of the deviant group: eg can’t participate in illegal activities, so can’t truly see things from their ‘underdog’ perspective or obtain such a valid account.
- Group is more likely to conceal information: eg because members fear the negative consequences of exposure.

NB: to gain the ‘explanation’ marks, candidates must link the identified advantage or disadvantage to the study of crime and deviance.

- (b) Examine the relationship between deviance and **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (12 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topics you have studied.

0 No relevant points.

1 – 4 Answers in this band will show limited knowledge and understanding and will have only limited success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made eg about misbehaviour in school, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about anti-school subcultures.

5 – 9 Answers in this band will show reasonable knowledge and understanding and will have some success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Lower in the band, answers will identify accurately a limited number of points, eg about lone parent families and criminality, and will tend to list descriptively rather than discuss the material presented. Some of the material may not be interpreted appropriately to the demands of the question. Some answers may be largely or wholly confined to one area.

Higher in the band, answers will draw on two or more areas. They will consider a wider range of material and/or show a greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, eg of the New Right view of lone parent families and criminality.

10 – 12 Answers in this band will show sound knowledge and understanding and will be largely successful in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Answers in this band will examine the relationship between deviance and two or more areas. Material will be appropriately interpreted and applied. Concepts and issues such as the following may feature: parental role models, domestic violence, same sex couples, the underclass, culture of dependency, benefit fraud, white collar crime, anti-school subcultures, media or teacher stereotyping, deviant voting, sects, cults, etc. Analysis and/or evaluation will be relevant, explicit and well developed, eg by locating the discussion within a theoretical context.

- (c) Assess sociological explanations of social class differences in crime rates (**Item A**).
(40 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological theory.

Knowledge and Understanding

20 marks

- 0** No relevant knowledge and understanding.
- 1 – 5** Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points about crime, showing minimal understanding.

Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about poverty as a motive for crime, possibly with major errors or omissions.

- 6 – 10** Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, eg two or three points about aspects of working-class criminality, perhaps with errors.

Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a study of white-collar crime.

- 11 – 16** Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be reasonably accurate knowledge of some theoretical and/or empirical material on class differences in crime rates.

- Some may be broader accounts that amass descriptions of studies (eg of selective law enforcement, white-collar crime, reporting and recording etc) but with limited conceptual detail.
- Others may be narrower but more conceptually based answers.
- Many may focus exclusively on one type of approach or perspective (eg classical Marxism) reflecting a rather partial understanding of the question.

Higher in the band, there will be knowledge of both theoretical and empirical material on social class differences in crime rates, and slightly more breadth or conceptual detail. Material from different perspectives may also feature (eg neo-Marxism, functionalism, subcultural theory, labelling theory) reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives, than with linking the theoretical and empirical aspects.

17 – 20 Answers in this band will show a very good knowledge and understanding and will successfully meet the synoptic requirements of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on class differences in crime rates. Answers will be broad ranging and will show a clear understanding of relevant debates and issues. These may include: structural versus action or positivist versus interpretivist approaches, rates as social facts or as social constructs, sources of data (official statistics, victim studies, self report studies etc), anomie, subculture, opportunity structures, marginalisation, relative deprivation, poverty, differential association, white-collar and corporate crime, selective enforcement, typifications, etc. A range of perspectives is likely to feature.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will be clearer and more complex.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Becker; Bonger; Box; Chambliss; Cicourel; Cloward and Ohlin; A.K. Cohen; Graham & Bowling; Gordon; Lea & Young; Marx; Merton; W.B. Miller; Morris; Murray; Pearce; Snider; Sutherland; Wilson; Young.

NB: you must use the General Mark Scheme for AO2 to allocate a mark for AO2 skills.

SECTION B: STRATIFICATION AND DIFFERENTIATION

Total for this section: 60 marks

- 2** (a) Identify and briefly explain **two** problems of defining and/or measuring ethnicity. *(8 marks)*
This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological methods.

Two marks for each of two appropriate problems identified, such as:

- difficulties of identifying how many and which ethnic groups there are
- unwillingness to provide information
- the contested or political nature of ethnic categories
- absence of sufficient 'mixed ethnicities' categories in much research/data collection
- lack of a uniform basis for definition
- researcher and respondent's definitions may differ.

A further two marks for each of these satisfactorily explained, such as:

- Difficulties of identifying how many and which ethnic groups there are: eg are 'Asians' an ethnic group, or Bangladeshis, Indians etc?
- Unwillingness to provide information: measurement of ethnicity may be impeded by refusal to answer census questions etc, eg for fear of persecution.
- The contested or political nature of ethnic categories: definitions of ethnicity are not objective or fixed but are determined by a process involving power and thus unstable.
- Absence of sufficient 'mixed ethnicities' categories in much research/data collection: this can mean that those of different dual heritage are lumped together in a single category (eg 'other').

- (b) Using material from **Item B** and elsewhere, examine the extent of and reasons for gender inequalities in **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (12 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topics you have studied.

0 No relevant points.

1 – 4 Answers in this band will show limited knowledge and understanding and will have only limited success in identifying, interpreting, analysing and evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made about gender, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about gender inequalities in education.

5 – 9 Answers in this band will show reasonable knowledge and understanding and will have some success in identifying, interpreting, analysing and evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, answers will identify accurately a limited number of relevant points, eg about the domestic division of labour, and will tend to list descriptively rather than discuss the material presented. Some of the material may not be interpreted appropriately to the demands of the question, eg recounting material on family patterns without linking this clearly to inequality. Some answers may give scant if any attention to a second area.

Higher in the band, answers will show greater range of material (and will consider at least two areas, if unevenly) or greater tendency to discuss rather than list points, and may begin to make use of Item B (eg to discuss women in developing countries). Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, eg of reasons for girls' improved educational achievements.

10 – 12 Answers in this band will show sound knowledge and understanding and will be largely successful in identifying, interpreting, analysing and evaluating material and in meeting the synoptic requirements of the question.

Answers in this band will examine the extent of and reasons for gender inequality in two or more areas, using material from Item B and elsewhere. Concepts and issues such as the following may figure: patriarchy; sexism; dual burden; triple shift; symbolic annihilation; morbidity and mortality rates; distribution of wealth and income; pay inequalities; political representation; religious hierarchies and doctrines; the position of women in 'developing' countries etc. Analysis and/or evaluation of the issues raised will be relevant, explicit and well developed.

- (c) Outline the changes in the class structure since the 1950s and assess sociological explanations of them. (40 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological theory.

Knowledge and Understanding

20 marks

0 No relevant knowledge and understanding.

1 – 5 Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points about class, showing minimal understanding.

Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about class being less important, possibly with major errors or omissions.

6 – 10 Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be shallow and limited knowledge and understanding of some potentially relevant material, eg on one or two aspects of class inequality today, perhaps with errors.

Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a few changes in the class structure or a few features of eg the embourgeoisement thesis.

11 – 16 Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be reasonably accurate knowledge of some theoretical and/or empirical material.

- Some may be broader accounts that amass descriptions, eg of studies of embourgeoisement, proletarianisation etc, but with limited conceptual detail.
- Others may be narrower but more conceptually based answers, eg accounts of different theories of class but with limited links to recent changes in class structure.

Higher in the band, there will be knowledge of both theoretical and empirical material on changes in the class structure, and slightly more breadth or conceptual detail. Material from different perspectives may also feature, reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives than with considering their theoretical implications.

17 – 20 Answers in this band will show very good knowledge and understanding and will successfully meet the synoptic requirements of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on changes in the class structure, such as the following: Marxist, Weberian, feminist, functionalist, post-modernist, New Right or other

theories; meritocracy; social mobility; feminisation of the labour force; changes in the working, middle and upper classes; the underclass; fragmentation of classes; embourgeoisement; proletarianisation; exploitation; consumption cleavages; changes in voting behaviour, political consciousness etc; decline of industry; post-Fordism; changes in the labour market; consumerism; expansion of higher education etc. They will show a clear understanding of the theoretical debates surrounding the question.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will become clearer and more complex.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Barron & Norris; Blackburn & Mann; Crewe; Davis & Moore; Devine; Goldthorpe & Lockwood; Goldthorpe & Payne; Heath; Marshall; Marx; Murray; Pakulski & Waters; Saunders; Scott; Sklair; Townsend; Weber; Zweig.
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NB: you must use the General Mark Scheme for AO2 to allocate a mark for AO2 skills.

ASSESSMENT GRIDS FOR UNIT 6 (SCY6) (SYNOPTIC)
Crime and Deviance

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
1 a	2	6	8
1 b	2	10	12
1 c	20	20	40
Total	24	36	60

Stratification and Differentiation

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
2 a	2	6	8
2 b	2	10	12
2 c	20	20	40
Total	24	36	60