



General Certificate of Education

Sociology 2191

**SCLY4 Crime and Deviance with Theory
and Methods;
Stratification and Differentiation
with Theory and Methods**

Mark Scheme

2010 examination - January 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.

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:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- 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.

The assessment criteria for quality of written communication apply to the assessment of the questions indicated below. 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 4 (b)

In the 1 – 7 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 8 – 15 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 16 – 21 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. Meaning will be clear throughout.

Questions 2 (b), 3, 5 (b), 6

In the 1 – 5 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 6 – 11 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 12 – 15 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. Meaning will be clear throughout.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

Choose **either** Section A **or** Section B and answer **all** the questions from that Section.

SECTION A: CRIME AND DEVIANCE

1

Total for this section: 90 marks

- (a) Examine some of the ways in which crime and globalisation may be related.
(12 marks)

0 No relevant points.

1-4 Answers in this band will show limited knowledge and understanding and will have only limited success in interpreting, applying, analysing and evaluating material.

Lower in the band, one or two inconsequential quasi-sociological points may be made about crime, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for example about drugs trafficking.

5-9 Answers in this band will show reasonable knowledge and understanding and will have some success in interpreting, applying, analysing and evaluating material.

Lower in the band, answers will identify accurately a limited number of relevant points, eg about terrorism or cybercrime, and will tend to list descriptively rather than analyse or evaluate the material presented. Some of the material may not be interpreted and applied appropriately to the specific demands of the question, eg recounting general theories of crime with no or only limited links to globalisation.

Higher in the band, answers will consider a wider range of material and/or show a greater tendency to discuss rather than list points. Most material will be interpreted and applied in ways appropriate to the question. However, some aspects may not be adequately focused. There may be some limited explicit analysis and/or evaluation, eg of crime by transnational corporations.

10-12 Answers in this band will show sound, conceptually detailed knowledge and understanding and will be largely successful in interpreting, applying, analysing and evaluating material.

Material will be interpreted and applied appropriately to examine two or more ways in which globalisation and crime may be related. Concepts and issues such as the following may feature: risk society; late modernity; deregulation and privatisation; disorganised capitalism; crimes of the powerful; cybercrime; terrorism; human rights abuses; money laundering; intellectual property rights; smuggling, trafficking and migration; sex tourism; green crime; surveillance, regulation and policing etc. However, not all of these are necessary, even for full marks. Analysis and/or evaluation will be relevant and explicit. Sources may include: Bell; Braithwaite; Castells; Garland & Sparks; Giddens; Lash & Urry; Norris & Armstrong; Punch; Thomas & Loader; Toombs & Whyte; Webber; Young.

- (b) Using material from **Item A** and elsewhere, assess the view that ethnic differences in crime rates are the result of the ways in which the criminal justice system operates. (21 marks)

0 No relevant points.

1-7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two inconsequential quasi-sociological points about ethnicity and crime, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, eg of police labelling. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8-15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a couple of studies of ethnicity and crime, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with the operation of the criminal justice system (CJS). Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for example of Hall or Gilroy.

16-21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on ethnicity, crime rates and the CJS, drawn from Item A and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

These answers will deal with a range of ways in which the CJS operates in relation to ethnicity and crime. Concepts and issues such as the following may appear: differential enforcement, stereotyping, labelling, canteen culture, institutional racism, policing policy, strip-search, deaths in custody, sentencing policy, minority ethnic recruitment, capitalism, colonialism, relative deprivation, marginalisation, subculture, the role of the media etc. Evaluation may be developed, for example by locating the discussion within a debate between perspectives, or considering methodological issues relating to measures of offending.

Lower in the band, application and interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, application and interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Becker; Fitzgerald et al; Gilroy; Graham & Bowling; Hall; Lea & Young; Macpherson; Newburn et al; Scarman; Taylor, Walton & Young; Waddington; Young.

2**Total for this section: 24 marks**

- (a) Identify and briefly explain **three** problems of using qualitative methods and/or sources of data to study suicide. (9 marks)

One mark for each of **three** appropriate problems identified, such as:

- relevant documents may sometimes be destroyed or undiscovered
- suicide notes may be unsatisfactory sources of evidence
- opportunities for observation may be limited
- interpretation of meanings using qualitative sources is problematic
- interviews with relatives of suicides may not produce valid data.

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

- Relevant documents may sometimes be destroyed or undiscovered – destruction of suicide notes, text messages etc can give an unrepresentative picture of suicide in general, and create problems when interpreting individual cases.
- Suicide notes may be unsatisfactory sources of evidence – eg they may be self-serving or incomplete accounts of motives, or written under the influence of alcohol, drugs etc.
- Interpretation of meanings using qualitative sources is problematic – by definition, we cannot be sure we have interpreted the deceased's meanings and intentions correctly, since we cannot check with them.

One mark only for each of **three** partially satisfactory explanations.

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| (b) Using material from Item B and elsewhere, assess the strengths and limitations of unstructured interviews as a means of investigating victims of crime. (15 marks) |
|---|

0 No relevant points.

1- 5 Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, this may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item B.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about unstructured interviews. Some may show very limited skills of application, eg an answer relating solely to the issue of victims of crime with very little or no reference to unstructured interviews. Analysis and evaluation will be very limited or non-existent.

6-11 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of unstructured interviews. Candidates may have some limited success in applying the strengths and/or limitations of the method to aspects of the study of the **particular** issue of victims. However, most material will not be interpreted and applied to the specific demands of the question; for example, recounting studies of crime that have used unstructured interviews, without linking this to victims.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of unstructured interviews and somewhat more successful application of this knowledge to the study of the **particular** issue of victims of crime. However, while material will be interpreted accurately, some of it will be applied in a more generalised or restricted way; for example, applying unstructured interviews to the study of crime in general, not to the specifics of studying victims, or specific but undeveloped application to victims, or a focus on the research characteristics of victims with implicit links to some features of unstructured interviews. There may be some limited use of Item B and there will be some limited explicit analysis and/or evaluation.

12-15 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the specified method. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will make appropriate use of material from Item B.

Candidates will examine a range of relevant strengths and limitations of using unstructured interviews, interpreted and applied to research issues relating to victims of crime. These may include some of the following, though answers do not need to include all of these, even for full marks:

Strengths and limitations of the method: validity, reliability, representativeness, generalisation, theoretical perspective, grounded theory, interviews as interaction situations, interpretation of meaning, cost, time, scale, response rate, flexibility, ethics

of researching sensitive subjects, privacy, informed consent, post-research effects on interviewees.

Research issues and characteristics: overcoming victim's reluctance to talk, their relationship to offender, participation in criminal activity or responsibility for their victimisation, repressing the memory of victimisation, unawareness of being victimised, particular problems of interviewing child victims, dealing with traumatised interviewees, ethics of 'guilty knowledge' acquired in interviews etc.

Lower in the band, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application will be more fully focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

NB: candidates who make relevant reference to their own research experiences (in any band) will be rewarded.

3	<p>“Feminism has revolutionised sociology by placing women at the centre of its analysis of society. However, while all feminists share this starting point, there are now many different ‘feminisms’ within sociology.”</p> <p>Assess the contribution of feminist theorists and researchers to an understanding of society today. (33 marks)</p>
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AO1: Knowledge and Understanding

0 No relevant knowledge or understanding.

1-5 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, there will be one or two basic quasi-sociological points about gender, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two brief points about gender inequality.

Higher in the band, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

At this level answers might include:

- thin accounts of one or two aspects of a feminist study or theory.

6-11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question. Some of these answers may have at best minimal success in dealing with feminist theory, instead focusing on descriptions of gender inequality.

At this level answers might include:

- descriptive accounts of studies on gender in one or two areas or
- somewhat limited accounts of feminist theory.

Higher in the band, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, these may still contain some unfocused material on theory and methods in general.

At this level answers might include:

- accounts showing broader knowledge that amass descriptions of potentially relevant empirical and/or theoretical material
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues.

12-15 Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues surrounding the question of feminist theory and research. These may include patriarchy, capitalism, dual systems theory, feminist debates surrounding modernity/modernism, feminist research methodology, value freedom versus commitment, the critique of malestream sociology, etc. Answers will deal with a range of feminist theories, eg liberal, radical, Marxist, difference/post-structuralist etc.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on feminist theory and research, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

At this level answers might include:

- conceptually detailed, accurate accounts of different feminist theories but with more limited consideration of empirical research or methodology
- conceptually detailed, accurate accounts of feminist empirical research and methodology, but with more limited consideration of theoretical debates.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

At this level answers might include:

- greater knowledge of different feminist theories, methodology and research
- greater understanding of the implications of feminist theory and research for debates about sociological knowledge.

Note: candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Ansley, Barrett, Beechey, Brownmiller, Bruegel, Butler, Delphy, Dworkin, Engels, Firestone, Greer, Hartmann, Mitchell, Oakley, Pollert, Rich, Rowbotham, Segal, Somerville, Walby.

Note: refer to General Mark Scheme for AO2 marks.

SECTION B: STRATIFICATION AND DIFFERENTIATION

4

Total for this section: 90 marks

	(a) Examine some of the reasons for ethnic differences in life chances.	<i>(12 marks)</i>
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0 No relevant points.

1-4 Answers in this band will show limited knowledge and understanding and will have only limited success in interpreting, applying, analysing and evaluating material.

Lower in the band, one or two inconsequential quasi-sociological points may be made about ethnicity, with minimal or no elaboration.

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

5-9 Answers in this band will show reasonable knowledge and understanding and will have some success in interpreting, applying, analysing and evaluating material.

Lower in the band, answers will identify accurately a limited number of relevant reasons for one or two ethnic differences, such as prejudice and discrimination, or a description of differences in life chances, and will tend to list descriptively rather than analyse or evaluate the material presented. Some of the material may not be interpreted and applied appropriately to the specific demands of the question, eg recounting reasons for ethnic differences without linking these to life chances.

Higher in the band, answers will consider a wider range of reasons, and/or show a greater tendency to discuss rather than list points. Most material will be interpreted and applied 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 role of cultural factors.

10-12 Answers in this band will show sound knowledge and understanding and will be largely successful in interpreting, applying, analysing and evaluating material.

Material will be interpreted and applied appropriately to examine two or more reasons for ethnic differences in life chances. Material will be appropriately interpreted and applied. Concepts and issues such as the following may feature: education, housing, health, unemployment, low pay, discrimination, institutional racism, prejudice, immigration patterns, language, religion, economic/industrial change, the underclass, dual labour market, reserve army of labour, racialised class fractions, immigrant-host model, the welfare state etc. However, not all of these are necessary, even for full marks. Analysis and/or evaluation will be relevant and explicit, eg by locating the reasons within one or more theoretical debates.

Sources may include: the Black Report, Castles & Kosack, Glasgow, Murray, Nazroo, Phizacklea & Miles, Rex & Moore, Rex & Tomlinson, PSI Reports, Weber etc.

- (b) Using material from **Item C** and elsewhere, assess sociological explanations of recent changes in the class structure of industrial societies. (21 marks)

A01: Knowledge and Understanding

0 No relevant points.

1-7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two inconsequential quasi-sociological points about class, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, for example of some aspect of class. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8-15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a couple of studies of white collar workers, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with changes in the class structure. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for example of the embourgeoisement thesis.

16-21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on recent changes in the class structure, drawn from Item C and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

These answers will deal with two or more changes in the class structure. Concepts and issues such as the following may appear: embourgeoisement, proletarianisation, de-skilling, class fragmentation, growth of the underclass, de-industrialisation, growth of the tertiary sector, globalisation, disorganised capitalism, feminisation of the workforce, meritocracy, changes in voting and consumption patterns, class consciousness etc. Evaluation may be developed, eg by locating the discussion within a debate between perspectives (Weberian, Marxist, postmodernist etc) about how to interpret the empirical evidence.

Lower in the band, application and interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, application and interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Note: appropriate reference to industrial societies other than the UK should be rewarded at all levels.

Sources may include: Braverman, Charlesworth, Goldthorpe & Lockwood, Goldthorpe & Payne, Heath, Lansley, Marshall et al, Marx, Murray, Pakulski & Waters, Payne & Grew, Ritzer, Roberts et al, Saunders, Savage et al, Scott, Skeggs, Sklair, Weber, Westergaard & Resler etc.
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5

(a) Identify and briefly explain three problems of using field experiments to study racial discrimination in hiring employees. (9 marks)

One mark for each of **three** problems appropriately identified, such as:

- they are unethical
- the researcher cannot easily observe the situation
- in actor tests, actors may have their own agenda
- the researcher cannot control other variables
- actor tests are relatively expensive.

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

- They are unethical: eg by lying to prospective employers about the applicant's qualifications.
- In actor tests, actors may have their own agenda: they may alter the way they perform their role (eg trying harder, not trying) in an attempt to affect the outcome of the interview.
- The researcher cannot control other variables: variables such as the employer's gender, ethnicity and age, the economic circumstances of the company etc cannot be controlled, and these may be determinant, not the actor's ethnicity.

One mark only for each of **three** partially satisfactory explanations.

Note: candidates may refer to different types of field experiments, eg actor tests, correspondence tests.

- (b) Using material from **Item D** and elsewhere, assess the strengths and limitations of structured interviews as a means of investigating social class position. (15 marks)

0 No relevant points.

1- 5 Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, this may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item D.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about structured interviews. Some may show very limited skills of application, eg an answer relating solely to the issue of class position with very little or no reference to structured interviews. Analysis and evaluation will be very limited or non-existent.

6-11 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of structured interviews. Candidates may have some limited success in applying the strengths and/or limitations of the method to aspects of the study of the **particular** issue of class position. However, most material will not be interpreted and applied to the specific demands of the question; for example, recounting studies of stratification that have used structured interviews, without linking this to class position.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of structured interviews and somewhat more successful application of knowledge to the study of the **particular** issue of class position. However, while material will be interpreted accurately; some of it will be applied in a more generalised way; for example, applying structured interviews to the study of class in general, not to the specifics of studying class position, or specific but undeveloped application to class position, or a focus on the research characteristics of class position with implicit links to some features of structured interviews. There may be some limited use of the Item and there will be some limited explicit analysis and/or evaluation.

12-15 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the specified method. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will make appropriate use of material from Item D.

Candidates will examine a range of relevant strengths and limitations of using structured interviews, interpreted and applied to research issues relating to class position. These may include some of the following, though answers do not need to include all of these, even for full marks:

Strengths and limitations of the method: validity, reliability, representativeness, generalisation, theoretical perspective, quantitative data, hypothesis testing, operationalisation, interviews as interaction situations, imposition of researcher's

categories, superficiality, inflexibility, cost, time, scale, response rate, informed consent etc.

Research issues and characteristics: class differences between interviewer and interviewee, interviewee's versus researcher's definitions of class and attributions of class position, gathering and correlating factual data on life chances, household versus individual as unit of analysis and who to interview, cultural capital and misunderstanding of questions/answers, class as a collective experience versus interviews as an individual experience etc.

Lower in the band, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application will be more fully focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

NB: candidates who make relevant reference to their own research experiences (in any band) will be rewarded.

6	<p>“Feminism has revolutionised sociology by placing women at the centre of its analysis of society. However, while all feminists share this starting point, there are now many different ‘feminisms’ within sociology.”</p> <p>Assess the contribution of feminist theorists and researchers to an understanding of society today. (33 marks)</p>
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AO1: Knowledge and Understanding

0 No relevant knowledge or understanding.

1-5 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, there will be one or two basic quasi-sociological points about gender, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two brief points about gender inequality.

Higher in the band, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

At this level answers might include:

- thin accounts of one or two aspects of a feminist study or theory.

6-11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question. Some of these answers may have at best minimal success in dealing with feminist theory, instead focusing on descriptions of gender inequality.

At this level answers might include:

- descriptive accounts of studies on gender in one or two areas or
- somewhat limited accounts of feminist theory.

Higher in the band, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, these may still contain some unfocused material on theory and methods in general.

At this level answers might include:

- accounts showing broader knowledge that amass descriptions of potentially relevant empirical and/or theoretical material
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues.

12-15 Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues surrounding the question of feminist theory and research. These may include patriarchy, capitalism, dual systems theory, feminist debates surrounding modernity/modernism, feminist research methodology, value freedom versus commitment, the critique of malestream sociology, etc. Answers will deal with a range of feminist theories, eg liberal, radical, Marxist, difference/post-structuralist etc.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on feminist theory and research, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

At this level answers might include:

- Conceptually detailed, accurate accounts of different feminist theories but with more limited consideration of empirical research or methodology.
- Conceptually detailed, accurate accounts of feminist empirical research and methodology, but with more limited consideration of theoretical debates.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

At this level answers might include:

- Greater knowledge of different feminist theories, methodology and research
- Greater understanding of the implications of feminist theory and research for debates about sociological knowledge.

Note: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Ansley, Barrett, Beechey, Brownmiller, Bruegel, Butler, Delphy, Dworkin, Engels, Firestone, Greer, Hartmann, Mitchell, Oakley, Pollert, Rich, Rowbotham, Segal, Somerville, Walby.

Note: refer to General Mark Scheme for AO2 marks.

General Mark Scheme

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

1 – 5 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, the answer will be quasi-commonsensical rather than based on sociological knowledge. There will be little evidence that the candidate has understood either the question or any sociological material offered in response to it.

Higher in the band, answers will make a few brief, isolated, superficial sociological points on the topic area, possibly with errors. Candidates' understanding of both the set question and the material presented in response to it will be marginally more explicit and more sociological; however, answers may still contain serious misunderstandings.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show a descriptive knowledge of a somewhat limited range of material, or will present a more conceptually detailed account of a narrow range of material. Knowledge of the material presented may be greater than understanding of the issues raised by the question, and this may be reflected in a tendency to present material on the general topic area rather than on the set question.

Higher in the band, answers will show a somewhat broader and/or deeper knowledge, for example by including both theoretical and empirical material or a wider range of sources, and a somewhat more focused understanding of the set question. However, much of the material presented may still be on the topic area in general.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise; however, some significant aspects may be neglected or given limited attention.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

A02 (a): Interpretation and Application**(9 marks)**

0 No interpretation or application skills shown.

1 – 3 Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context.

4 – 6 Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly sociological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

Lower in the band, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

7 – 9 Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

AO2 (b): Analysis and Evaluation**(9 marks)**

0 No relevant analysis or evaluation.

1 – 3 Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

Lower in the band, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

4 – 6 Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

Lower in the band, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

7 – 9 Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

Lower in the band, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods, etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 4 (SCLY4)

Crime and Deviance with Theory and Methods

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
1 (a)	6	6	12
1 (b)	9	12	21
Sub-Total	15	18	33

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
2 (a)	3	6	9
2 (b)	6	9	15
Sub-Total	9	15	24

	ASSESSMENT OBJECTIVES			
Question	AO1	AO2		Total
3	15	(a) *	(b) *	33
		9	9	
Sub-Total	15	18		33

Total	39	51	90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Stratification and Differentiation with Theory and Methods

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
4 (a)	6	6	12
4 (b)	9	12	21
Sub-Total	15	18	33

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
5 (a)	3	6	9
5 (b)	6	9	15
Sub-Total	9	15	24

	ASSESSMENT OBJECTIVES			
Question	AO1	AO2		Total
6	15	(a) *	(b) *	33
		9	9	
Sub-Total	15	18		33

Total	39	51	90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation