

Version 2



**General Certificate of Education
January 2013**

Sociology **2191**

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

Unit 4

Final

Mark Scheme

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 students' 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 students' 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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QUALITY OF WRITTEN COMMUNICATION

Where students 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. Students 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 students' 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

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0	6
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In the 1 – 7 band, students' 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, students' 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, students' 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

0	3
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0	4
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 and

0	8
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In the 1 – 5 band, students' 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, students' 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, students' 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 referred to in the highest mark band of the 21-mark and 33-mark questions may be present in any of the mark bands, not solely the highest band.

Section A: Crime and Deviance with Theory and Methods

Total for this section: 90 marks

0	1
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Using material from Item A and elsewhere, assess the usefulness of functionalist approaches in explaining crime. <i>(21 marks)</i>
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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, there may be one or two inconsequential quasi-sociological points about crime, with little understanding of relevant issues, or some material ineffectively recycled from Item A.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, eg of subcultures. 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 strain theory, 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 deal explicitly with different functionalist approaches. 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 functionalism from a Marxist perspective.

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 functionalist approaches to crime, drawn from Item A and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: social cohesion; collective conscience; boundary maintenance; adaptation; social control; conformity; innovation; ritualism; retreatism; rebellion; anomie; social bonds; formal social control; informal social control; tension management; subcultures, etc. Evaluation may be developed, for example by locating the discussion within a debate between perspectives, or considering methodological issues.

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 may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Durkheim; Merton; Cohen; Cloward and Ohlin; Miller; Matza; Hirschi; Box; Becker; Lea and Young; Downes.
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0 2

Using material from **Item B** and elsewhere, assess sociological explanations of gender differences in the patterns of crime. *(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, there may be one or two inconsequential quasi-sociological points about women as victims, with little understanding of relevant issues, or some material ineffectually recycled from Item B.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study on gender and crime. 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 study of women 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 deal explicitly with one or more views of the relationship between gender and crime. 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 instance of the chivalry thesis.

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 two or more sociological explanations of gender differences in the patterns of crime, drawn from Item B and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: patriarchy; gender role socialisation; access to illegitimate opportunity structures; social control of women; public and private spheres; the relationship between class/ethnicity and gender; masculinity and offending; delinquent male subcultures; the liberation thesis; the marginalisation thesis; women's nurturing role; differential law enforcement; sentencing policy; the chivalry thesis; varieties of feminism; etc. Evaluation may be developed, for example by locating the discussion within a debate between perspectives, or considering relevant methodological issues.

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 may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Carlen; Adler; Connell; Heidensohn; Lyng; Moir & Jessel; Messerschmidt; Winlow; Pollak; Dobash and Dobash.

0 3

Using material from **Item C** and elsewhere, assess the strengths and limitations of using qualitative documents as a means of investigating suicide. (15 marks)

*This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **crime and deviance**.*

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item C, or some knowledge relating solely to the issue of suicide, with very little or no reference to qualitative documents.

Higher in the band, answers will show limited undeveloped sociological knowledge, for example in the form of two or three insubstantial points about qualitative documents. 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 possibly list-like) account of some of the strengths and/or limitations of qualitative documents. However, application to the study of crime and deviance or to the issue of suicide will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of qualitative documents and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- specific but undeveloped application to suicide, or
- a focus on the research characteristics of suicide with implicit links to some features of qualitative documents, or
- applying qualitative documents to the study of crime and deviance in general, not to the specifics of suicide.

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 qualitative documents. This will be accurately and sensitively interpreted and applied to the demands of the question.

Lower in the band, answers may consider a more limited range of material or may 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.

Students will apply a range of relevant strengths and limitations of using qualitative documents as a means of investigating the particular research issue of suicide. These may include some of the following, and/or other concerns, though answers do not need to include all of these, even for full marks:

- the research characteristics of potential research subjects: eg lack of a research subject; grief of family and friends; mental health issues; sensitivity of those who have attempted suicide; access to those who have attempted suicide; unwillingness of those who have attempted suicide to be researched; social stigma of suicide in the family
- the research context and settings: difficulty of finding those who have attempted suicide; problem of access to qualitative documents; lack of access to coroners
- the political, legal and ethical sensitivity of researching suicide: confidentiality; sensitive nature of suicide.

Strengths and limitations of the method: meaning and interpretation; comparison; authenticity; credibility; post-research effects on research population; lack of reliability; validity/insight; lack of hypothesis-testing; problems of representativeness and generalisation; theoretical perspective; informed consent; confidentiality; anonymity; range of qualitative documents available.

Note: **In any mark band**, students who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0 4

'Sociology cannot and should not be a science.'

To what extent do sociological arguments and evidence support this view? (33 marks)

AO1: Knowledge and Understanding**(15 marks)****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, eg about science, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two points about a research method, or
- an attempt to define science.

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 aspects of a sociological method, or
- thin accounts of one or two aspects of the positivist or other perspective, or
- a list of points about science and/or scientificity.

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. These answers may have at best minimal success in dealing with whether sociology cannot/should not be a science, focusing instead on whether it 'is' a science.

At this level answers might include:

- limited descriptive lists of studies on science or
- limited accounts of one or two views of science or scientific method, eg Popper or Kuhn, or
- lists of factors relating to choice of research method.

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 science or sociology in general.

At this level answers might include:

- broader accounts that amass descriptions of potentially relevant material, but which focus largely or exclusively on accounts of the nature of science in general, or of positivism and interpretivism
- narrower but more conceptually based accounts with a somewhat greater understanding of the specific question of the scientificity of sociology.

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 whether sociology cannot or should not be a science. These may include: the nature of natural science; the hypothetico-deductive model; laboratory and other experiments; cause versus meaning in the social sciences; scientificity; value freedom; objectivity and subjectivity; verstehen; social facts versus social construction of reality; issues in the sociology of knowledge; falsification versus verification; inductive versus deductive reasoning; positivism and interpretivism; science and capitalism; etc.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on sociology as a science, 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 the debate within sociology about whether the discipline cannot and should not be a science but with more limited consideration of the debates about natural science
- conceptually detailed, accurate accounts of studies and theories of the natural sciences, but with more limited consideration of the implications for sociology.

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 views of the nature of natural science
- greater understanding of the implications of different views of the natural sciences for the debates about the scientificity of sociology.

Sources may include: Marx; Durkheim; Weber; Merton; Comte; Feyerabend; Kuhn; Popper; Lyotard; Bauman; Bloor; Sklair; Knorr-Cetina.
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Note: Students 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).

Note: refer to General Mark Scheme for AO2 marks.

Section B: Stratification and Differentiation with Theory and Methods

Total for this section: 90 marks

0	5
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Using material from Item D and elsewhere, assess the usefulness of feminist theories of stratification for understanding gender inequality. <i>(21 marks)</i>

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, there may be one or two inconsequential quasi-sociological points about inequality, with little understanding of relevant issues, or some material ineffectually recycled from Item D.

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 Oakley. 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 feminist theory of stratification, 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 deal explicitly with two or more feminist theories of gender inequality. 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 instance from a postmodernist perspective.

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 feminist theories of gender inequality, drawn from Item D and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: private patriarchy; public patriarchy; domestic division of labour; malestream; pay inequality; glass ceiling; horizontal segregation; vertical segregation; reserve army of labour; gender socialisation; gender regimes; maternity versus paternity rights; ethnocentricity; social class; equal opportunities, etc. Evaluation may be developed, eg by locating the discussion within a debate between different feminist approaches (Marxist, radical, liberal, etc).

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 may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Millett; Walby; Firestone; Ortner; Oakley; Mirza; Benston; Sharpe; Ansley; Delphy; Skeggs; Hakim etc.

0 6

Using material from **Item E** and elsewhere, assess sociological explanations for changes in the class structure in the United Kingdom in the past 40 years or so.

(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, there may be one or two inconsequential quasi-sociological points about class, with little understanding of relevant issues, or some material ineffectually recycled from Item E.

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 one or two 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 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 proletarianisation 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 the sociological explanations for changes in the class structure in the UK in the past 40 years or so, drawn from Item E and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: meritocracy; ascribed and achieved status; open and closed stratification systems; social closure; proletarianisation; polarisation; de-skilling; class fragmentation; growth of the underclass; de-industrialisation; growth of the tertiary sector; globalisation; disorganised capitalism; feminisation of the workforce; changes in consumption patterns; growth of the super-rich, etc. Evaluation may be developed, eg by locating the discussion within a debate with other perspectives (Weberian, Marxist, feminist, etc).

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 may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

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.

0 7

Using material from **Item F** and elsewhere, assess the strengths and limitations of using written questionnaires as a means of investigating the effects of poverty on life chances. (15 marks)

*This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **stratification and differentiation**.*

0 No relevant points.

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

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item F or some knowledge relating solely to the issue of the effects of poverty on life chances, with very little or no reference to written questionnaires.

Higher in the band, answers will show limited undeveloped sociological knowledge, for example in the form of two or three insubstantial points about written questionnaires. 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 possibly list-like) account of some of the strengths and/or limitations of written questionnaires. However, application to the study of stratification and differentiation or to the issue of the effects of poverty on life chances will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of written questionnaires and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- specific but undeveloped application to poverty and life chances, or
- a focus on the research characteristics of those in poverty with implicit links to some features of written questionnaires, or
- applying written questionnaires to the study of stratification and differentiation in general, not the specifics of investigating the effects of poverty on life chances.

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 written questionnaires. This will be accurately and sensitively interpreted and applied to the demands of the question.

Lower in the band, answers may consider a more limited range of material or may 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.

Students will apply a range of relevant strengths and limitations of using written questionnaires to the particular research issue of the effects of poverty on life chances. These may include some of the following, and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- the research characteristics of potential research subjects: literacy levels; class; ethnicity; vulnerability/stigmatisation of respondents; sensitivity of topics; privacy and confidentiality; diversity of sub-populations.
- the research context and settings: gaining access to respondents; changes in life chances over time;
- the political and ethical sensitivity of researching poverty, the poor and life chances: difficulties in measuring poverty; individual perception of poverty.

Strengths and limitations of the method: reliability; representativeness; generalisation; lack of validity; response rate; sampling frame; operationalising concepts; anonymity; detachment; theoretical perspective; open and closed questions; mode of delivery; quantitative data; comparability; correlations; political nature of data; objectivity; problems of question construction; inflexibility; access to meanings; over-representation of activists among respondents, etc.

Note: **In any mark band**, students who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0 8

'Sociology cannot and should not be a science.'

To what extent do sociological arguments and evidence support this view? (33 marks)

AO1: Knowledge and Understanding**(15 marks)****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, eg about science, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two points about a research method, or
- an attempt to define science.

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 aspects of a sociological method, or
- thin accounts of one or two aspects of the positivist or other perspective, or
- a list of points about science and/or scientificity.

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. These answers may have at best minimal success in dealing with whether sociology cannot/should not be a science, focusing instead on whether it 'is' a science.

At this level answers might include:

- limited descriptive lists of studies on science or
- limited accounts of one or two views of science or scientific method, eg Popper or Kuhn, or
- lists of factors relating to choice of research method.

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 science or sociology in general.

At this level answers might include:

- broader accounts that amass descriptions of potentially relevant material, but which focus largely or exclusively on accounts of the nature of science in general, or of positivism and interpretivism
- narrower but more conceptually based accounts with a somewhat greater understanding of the specific question of the scientificity of sociology.

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 whether sociology cannot or should not be a science. These may include: the nature of natural science; the hypothetico-deductive model; laboratory and other experiments; cause versus meaning in the social sciences; scientificity; value freedom; objectivity and subjectivity; verstehen; social facts versus social construction of reality; issues in the sociology of knowledge; falsification versus verification; inductive versus deductive reasoning; positivism and interpretivism; science and capitalism; etc.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on sociology as a science, 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 the debate within sociology about whether the discipline cannot and should not be a science but with more limited consideration of the debates about natural science
- conceptually detailed, accurate accounts of studies and theories of the natural sciences, but with more limited consideration of the implications for sociology.

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 views of the nature of natural science
- greater understanding of the implications of different views of the natural sciences for the debates about the scientificity of sociology.

Sources may include: Marx; Durkheim; Weber; Merton; Comte; Feyerabend; Kuhn; Popper; Lyotard; Bauman; Bloor; Sklair; Knorr-Cetina.
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Note: Students 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).

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 student 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. Students' 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.

AO2 (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)**Examination Series: January 2013****Crime and Deviance with Theory and Methods**

				ASSESSMENT OBJECTIVES		
Questions			AO1	AO2		Total
0	1		9	12		21
0	2		9	12		21
Sub-Total			18	24		42

				ASSESSMENT OBJECTIVES		
Questions			AO1	AO2		Total
0	3		6	9		15
Sub-Total			6	9		15

				ASSESSMENT OBJECTIVES		
Question			AO1	AO2		Total
0	4		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
0 5	9	12	21
0 6	9	12	21
Sub-Total	18	24	42

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
0 7	6	9	15
Sub-Total	6	9	15

ASSESSMENT OBJECTIVES				
Question	AO1	AO2		Total
		(a) *	(b) *	
0 8	15	9	9	33
Sub-Total	15	18		33

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

* AO2 (b) = Analysis and Evaluation