

Version 0.1



**General Certificate of Education  
June 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.

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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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**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**

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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- and 33-mark questions may be present in any of the mark bands, not solely the highest band.

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## Section A: Crime and Deviance with Theory and Methods

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**Total for this section: 90 marks**

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Using material from **Item A** and elsewhere, assess sociological explanations of the role of the mass media in creating moral panics about crime and deviance. *(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 media, with little understanding of relevant issues, or some material ineffectively recycled from the Item.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, e.g. on media effects. 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 Cohen, 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 moral panics, e.g. public and deviant responses. 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 that the theory of moral panics is outdated.

**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 moral panics in the media, drawn from the Item 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: moral panics; folk devils; frequency of moral panics; context of moral panics; reflexivity; news values; hierarchy of access; capitalism; hegemony; ideology; ISAs; primary and secondary definers of reality; power of those seeking media coverage; scapegoating; sensitisation; labelling; distortion; stereotyping; moral entrepreneurs; self-fulfilling prophecy; deviance amplification spiral. 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.

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| Sources may include: Becker; Cohen; Critcher; Hall; Lea and Young; Lemert; McRobbie and Thornton; Wilkins; Young. |
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0 2

Using material from **Item B** and elsewhere, assess sociological explanations of the functions and forms of the punishment of offenders. *(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 punishment, with little understanding of relevant issues, or some material ineffectually recycled from the Item.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study on punishment. 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 forms of punishment, 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 explanations of punishment. 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 by comparison of perspectives on punishment.

**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 the functions and forms of punishment, drawn from the Item 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: deterrence; rehabilitation/reform; incapacitation; formal/informal social control; retributive justice; restitutive justice; restorative justice; social solidarity; penal welfarism; organic solidarity; mechanistic solidarity; repressive state apparatus; sovereign power; disciplinary power; surveillance; imprisonment; culture of control; curfews; community service orders; electronic tagging; fines; ASBOs; torture; capital/corporal punishment; mutilation; banishment; exile; house arrest; banning orders. 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.

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| Sources may include: Braithwaite; Cohen; Durkheim; Elias; Foucault; Gordon; Marx; Kirchheimer; Rusche and Weber. |
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0 3

Using material from **Item C** and elsewhere, assess the strengths and limitations of using group interviews as a means of investigating young offenders. (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 the Item, or some knowledge relating solely to the issue of young offenders, with very little or no reference to group interviews.

**Higher in the band**, answers will show limited undeveloped sociological knowledge, for example in the form of two or three insubstantial points about group 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 possibly list-like) account of some of the strengths and/or limitations of group interviews. However, application to the study of crime and deviance or to the issue of young offenders 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 group interviews 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 young offenders, or
- a focus on the research characteristics of young offenders with implicit links to some features of group interviews, or
- applying group interviews to the study of crime and deviance in general, not to the specifics of young offenders.

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 group interviews. 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 group interviews to the particular research issue of young offenders. 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: overcoming young offenders' reluctance to talk; unawareness of being offenders; particular problems of interviewing young offenders; offenders' hostility to authority; speech code used by offenders; peer group pressure
- the research context and settings: difficulty of finding those who are not imprisoned; lack of access to young offenders
- the political, legal and ethical sensitivity of researching young offenders: ethics of 'guilty knowledge' acquired in group interviews; confidentiality.

**Strengths and limitations of the method:** validity/insight; 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.

**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

Assess the contribution of Marxism to our understanding of society. (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, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- some isolated, potentially relevant points about social class, or
- some flawed material on theories of society.

**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:

- a brief list of points related to sociological perspectives, or
- some disjointed but basically accurate material from Marxist 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.

At this level answers might include:

- outlines of one or two studies focused more on a substantive topic area than the question set or
- a more extensive list of points related to Marxism, for example on class conflict and exploitation or
- more coherent and accurate material on Marxist views, possibly in a simple juxtaposition with another perspective, but lacking focus on understanding of society.

**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.

At this level answers might include:

- fuller and more accurate descriptions of factors related to Marxism, possibly still focused on a substantive topic or
- more detailed descriptions of studies focused on the question set or

- coherent and broadly accurate material from two or more perspectives with more development on how Marxism has contributed to our understanding of society.

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

They will show a clear understanding of relevant debates and issues. These may include: historical materialism; class society; classless society; class conflict; class consciousness; false consciousness; exploitation; alienation; ideology; base/superstructure distinction; capitalism; communism; economic determinism; hegemony; ideological state apparatus; repressive state apparatus; structural versus humanist Marxism; neo-Marxism, etc.

**Lower in the band**, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on Marxist theories, 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:

- increasingly full, accurate and wide descriptions of factors related to Marxist theories and research and with a clear theoretical structure or
- coherent and accurate material from a range of Marxist perspectives and with relevant concepts clearly explored and understood or
- detailed and/or referenced accounts of studies on the question set with concepts and/or ideological issues clearly explored and understood.

**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 awareness of the complexity of ideological issues
- greater understanding of the differences between branches of Marxism such as structural versus humanist Marxism
- greater awareness and understanding of a wider range of substantive areas in which Marxism has made significant contributions to our understanding.

Sources may include: Althusser; Bonger; Craib; Gouldner; Gramsci; Harvey; Marcuse; Marx; Rowbotham; Weber; Willis.

**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.**

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## Section B: Stratification and Differentiation with Theory and Methods

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**Total for this section: 90 marks**

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| <b>0</b> | <b>5</b> |
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| Using material from <b>Item D</b> and elsewhere, assess sociological explanations of changes in social mobility over the past 30 years or so. <span style="float: right;"><i>(21 marks)</i></span> |
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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 social mobility, with little understanding of relevant issues, or some material ineffectually recycled from the Item.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study of social mobility. 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 The Oxford Mobility Study, 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 explanations of changes in social mobility. 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 neo-Marxist 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 changes in social mobility, drawn from the Item 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: individual mobility; group mobility; intergenerational mobility; intragenerational mobility; absolute mobility; relative mobility; intelligence theory; innate ability; rational actors; social reproduction; genderquake; meritocracy; ethnicity; equal opportunities etc. Evaluation may be developed, eg by locating the discussion within a debate between different perspectives (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: Davis and Moore; Denscombe; Glass; Goldthorpe; Heath; Heath and Britten; Kellner and Wilby; Payne and Abbott; Saunders; Savage and Egerton; Stanworth.

0 6

Using material from **Item E** and elsewhere, assess the view that stereotyping and discrimination are the main factors determining an individual's life chances. (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 discrimination, with little understanding of relevant issues, or some material ineffectually recycled from the Item.

**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 discrimination. 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 discrimination, 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 stereotyping and discrimination. 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 impact of legislation.

**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 material on sociological explanations of stereotyping and discrimination as key factors in determining an individual's life chances drawn from the Item 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; capitalism; labelling; SFP; structure vs. action; prejudice; ethnicity; gender; sexuality; disability; racism; homophobia; sexism; institutional racism; dual labour market theory; host-immigrant model; hybrid identities; instrumental versus expressive roles; reserve army of labour; human capital theory; health inequalities; educational inequalities; unemployment; equality legislation. Evaluation may be developed, eg by locating the discussion within a debate between 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: Barron and Norris; Becker; Connolly and Keenan; Elliott; Heath and Rothon; MacPherson; Miles; Mirza; Patterson; Rex and Tomlinson; Rutland; Samad; Shakespeare ; Van Dijk, etc.

0 7

Using material from **Item F** and elsewhere, assess the strengths and limitations of using unstructured interviews as a means of investigating the meaning of independence for young people with disabilities. (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 the Item or some knowledge relating solely to the issue of the meaning of independence for young people with disabilities, with very little or no reference to unstructured interviews.

**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. 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 unstructured interviews. However, application to the study of stratification and differentiation or to the issue of the meaning of independence for young people with disabilities 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 unstructured interviews 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 the meaning of independence for young people with disabilities, or
- a focus on the research characteristics of young people with disabilities with implicit links to some features of unstructured interviews, or
- applying unstructured interviews to the study of stratification and differentiation in general, not the specifics of studying the meaning of independence for young people with disabilities.

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 unstructured interviews. 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 unstructured interviews to the particular research issue of the meaning of independence for young people with disabilities. 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: parents; carers; peers; vulnerability/stigmatisation of respondents; privacy and confidentiality; diversity of sub-populations; problem of gaining empathetic understanding; dealing with traumatised interviewees.
- the research context and settings: gaining access to respondents; different perceptions of independence.
- the political and ethical sensitivity of researching the meaning of independence for young people with disabilities: sensitivity of topics; difficulties in measuring independence; individual perception of disability; ethical issues of research on young people.

**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, 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

Assess the contribution of Marxism to our understanding of society. (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, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- some isolated, potentially relevant points about social class, or
- some flawed material from theories of society.

**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:

- a brief list of points related to sociological perspectives, or
- some disjointed but basically accurate material from Marxist 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.

At this level answers might include:

- outlines of one or two studies focused more on a substantive topic area than the question set or
- a more extensive list of points related to Marxism for example on class conflict and exploitation or
- more coherent and accurate material on Marxist views, possibly in a simple juxtaposition with another perspective, but lacking focus on understanding of society.

**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.

At this level answers might include:

- fuller and more accurate descriptions of factors related to Marxism, possibly still focused on a substantive topic or
- more detailed descriptions of studies focused on the question set or
- coherent and broadly accurate material from two or more perspectives with more development on how Marxism has contributed to our understanding of society.

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

They will show a clear understanding of relevant debates and issues. These may include: historical materialism; class society; classless society; class conflict; class consciousness; false consciousness; exploitation; alienation; ideology; base/superstructure distinction; capitalism; communism; economic determinism; hegemony; ideological state apparatus; repressive state apparatus; structural versus humanist Marxism; neo-Marxism, etc.

**Lower in the band**, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on Marxist theories 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:

- increasingly full, accurate and wide descriptions of factors related to Marxism and with a clear theoretical structure or
- coherent and accurate material from a range of Marxist perspectives and with relevant concepts clearly explored and understood or
- detailed and/or referenced accounts of studies on the question set with concepts and/or ideological issues clearly explored and understood.

**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 awareness of the complexity of ideological issues;
- greater understanding of the differences between branches of Marxism such as structural versus humanist Marxism;
- greater awareness and understanding of a wider range of substantive areas in which Marxism has made significant contributions to our understanding.

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| Sources may include: Althusser; Bonger; Bowles and Gintis; Craib; Durkheim; Engels; Gouldner; Gramsci; Harvey; Marcuse; Marx; Rowbotham; Weber; Willis; Zaretsky. |
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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.

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**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: June 2013****Crime and Deviance with Theory and Methods**

|                  |          |          |  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|----------|----------|--|------------------------------|------------|--------------|
| <b>Questions</b> |          |          |  | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
|                  | <b>0</b> | <b>1</b> |  | 9                            | 12         | 21           |
|                  | <b>0</b> | <b>2</b> |  | 9                            | 12         | 21           |
| <b>Sub-Total</b> |          |          |  | 18                           | 24         | 42           |

|                  |          |          |  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|----------|----------|--|------------------------------|------------|--------------|
| <b>Questions</b> |          |          |  | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
|                  | <b>0</b> | <b>3</b> |  | 6                            | 9          | 15           |
| <b>Sub-Total</b> |          |          |  | 6                            | 9          | 15           |

|                  |          |          |  | <b>ASSESSMENT OBJECTIVES</b> |            |       |              |
|------------------|----------|----------|--|------------------------------|------------|-------|--------------|
| <b>Question</b>  |          |          |  | <b>AO1</b>                   | <b>AO2</b> |       | <b>Total</b> |
|                  |          |          |  |                              | (a) *      | (b) * |              |
|                  | <b>0</b> | <b>4</b> |  | 15                           | 9          | 9     | 33           |
| <b>Sub-Total</b> |          |          |  | 15                           | 18         |       | 33           |

|              |  |  |  |    |    |    |
|--------------|--|--|--|----|----|----|
| <b>Total</b> |  |  |  | 39 | 51 | 90 |
|--------------|--|--|--|----|----|----|

\* 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    |
| <b>Sub-Total</b>      | 18  | 24  | 42    |

| ASSESSMENT OBJECTIVES |     |     |       |
|-----------------------|-----|-----|-------|
| Questions             | AO1 | AO2 | Total |
| 0 7                   | 6   | 9   | 15    |
| <b>Sub-Total</b>      | 6   | 9   | 15    |

| ASSESSMENT OBJECTIVES |     |       |       |       |
|-----------------------|-----|-------|-------|-------|
| Question              | AO1 | AO2   |       | Total |
|                       |     | (a) * | (b) * |       |
| 0 8                   | 15  | 9     | 9     | 33    |
| <b>Sub-Total</b>      | 15  | 18    |       | 33    |
| <b>Total</b>          | 39  | 51    |       | 90    |

\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation