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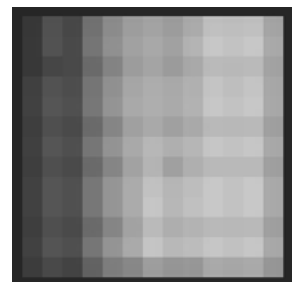
**ADVANCED GCE
ADVANCED SUBSIDIARY GCE**

**A2 7878
AS 3878**

SOCIOLOGY

**COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005**

AS/A2



3878/7878/MS/R/05J

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RECOGNISING ACHIEVEMENT

Mark Scheme 2532
January 2005

AO2a Interpretation and Analysis**Question 1**

- (a) Using item A, identify and briefly explain two findings from the work of West and Sweeting. [8]

AO2a Interpretation and Analysis**7-8**

The candidate will correctly select and analyse two findings from the work of West and Sweeting from Item A. Reference may be made to any two of the following; the increase in social pressures on girls, no evidence of 'masculinity in crisis' educational pressures, weight and body image and family pressures. Answers will show the ability to select and analyse different types of data.

Award 8 marks to responses which identify and fully explain two meanings.
Award 7 marks to responses which identify two meanings, fully explain one and partially explain the other.

5-6

The candidate will correctly select and interpret two findings from the work of West and Sweeting from Item A. Answers will show the ability to select from and interpret different types of data.

Award 6 marks to responses which identify two findings and explain both partially, or explain one fully and leave the other without explanation.

Award 5 marks to responses which identify two meanings explain one partially and leave the other without an explanation.

3-4

Answers will show some ability to interpret different types of data.

Award 4 marks to responses which identify two findings but leave them both without an explanation or to responses which identify one finding and explain it fully.

Award 3 marks to responses which identify one meaning and offer a partial explanation of it.

1-2

The candidate will correctly select one finding from the work of West and Sweeting in Item A, but will leave this completely unexplained, showing only a limited ability to respond to the data.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two possible reasons why 'male roles in society have become less clear'. [8]**

AO1: Knowledge and Understanding

7-8

The candidate will correctly identify two possible reasons why 'male roles in society have become less clear'. Reference is likely to be made to changing work patterns, educational achievement, media images, divorce and changing family patterns, girl power, female empowerment, changes to masculinity or any other reasonable suggestion.

Award 8 marks to responses which identify and fully explain two characteristics.

Award 7 marks to responses which identify two characteristics, fully explain one and partially explain the other.

Answers will offer an explanation for each reason identified, and explanation will show a range of knowledge and understanding of the changing male roles in society. There will be few, if any, errors of grammar and spelling.

5-6

The candidate will correctly identify two possible reasons why 'male roles in society have become less clear'.

Award 6 marks to responses which identify two reasons and give a partial explanation of both or which identify two, explain one fully and leave the other without an explanation.

Award 5 marks to responses which identify two reasons and give a partial explanation of one of them.

The candidate will display knowledge and understanding of the changing male roles in society. The candidate will present material in a manner, which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

3-4

Award 4 marks to candidates who identify two possible reasons why 'male roles in society have become less clear', but offer no explanation of either, or to candidates who identify one feature and explain it fully.

Award 3 marks to candidates to identify one reason and offer a partial explanation of it.

The candidate will show some understanding of the changing male roles in society. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one reason, but will leave this completely unexplained, therefore showing only limited understanding of changing male roles in society. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

- (c) Outline and briefly evaluate how any two agents of socialisation create gender roles. [18]

AO1: Knowledge and Understanding (10 marks)

8-10

The candidate shows a range of knowledge and understanding of how any two agents of socialisation create gender roles and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate in this band will display knowledge and understanding of the concepts of socialisation and gender roles and the processes it involves. The candidate may refer to either primary or secondary agents as means by which gender roles can be created. The candidate must focus on two agents of socialisation in this band. Candidates at the top of this band are likely to refer to examples/studies. The candidates will present material which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

6-7

The candidate shows knowledge and understanding of how any two agents of socialisation create gender roles of relevant conceptual and/or empirical and /or theoretical evidence. The candidate is likely to display greater knowledge of the agents of socialisation than of the concept of gender roles and the range of concepts, evidence and ideas will be narrower than the band above. In this way the answers may be uneven. Any examples used may be only partially understood or relevant. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

4-5

The candidate displays some knowledge and understanding of how any two agents of socialisation create gender roles and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one agent explaining this well to reach the top of this band. Answers which state two agents will provide some evidence but these will be unsubstantiated. There may be some errors of grammar, punctuation and spelling.

1-3

The candidate displays an awareness of at least one agent of socialisation creates gender role. Candidates stating two agents, who offer an inadequate explanation for both should be placed in this band. The candidate may present material of marginal relevance to the question and it may be based on common sense assumption and assertion.

Errors of grammar, punctuation and spelling will be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to outline and evaluate how any two agents of socialisation create gender roles. To locate at the top, answers should select and analyse data relevant to the agents and to the concept of gender roles being created. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, referring to socialisation. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (4 marks)**3-4**

The candidate at the top of this band will clearly and explicitly evaluate how any two agents of socialisation create gender roles or will have a strong evaluative tone throughout.

This may include commentary on primary/secondary socialisation, differences between genders or the role of biology. At the bottom of the band evaluation will be less explicitly focussed, or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on how agents of socialisation create gender roles, and at the bottom of the band only one comment made making the evaluation basic. At the bottom of this band any evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation

- (d) Discuss the view that gender has become the main influence on an individual's identity in the contemporary UK. [26]

AO1: Knowledge and Understanding (14 marks)

11-14

The candidate will display a range of knowledge and understanding of the terms gender and identity and associated sociological evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, which will focus on what gender identity is, possibly discussing roles, opportunities, social pressures, beautification, expectations, socialisation and how these are displayed to portray an identity. Answers will also display knowledge and understanding of other identities in the contemporary UK, class/ethnicity/nationality in discussing whether gender has become the influence on an individual's identity. Answers at the top of this band may discuss the fluid nature of identities and the processes through which they are constructed. The candidate will present material in a manner which answers the question directly. There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding of the concept of gender identity and of associated sociological evidence and ideas. Responses will be less well developed than the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence concepts will be narrower than the band above, but these will be covered in some detail.

Evidence should be offered to support or reject the argument that gender has become the main influence on an individual's identity and answers may therefore contain knowledge of other sources of identity in the contemporary UK. Candidates who show knowledge and understanding of other identities to the detriment of gender can be placed at the top of this band, if they do well. The candidate will present material in a manner which answers the question although their understanding of identity is likely to be implicit. There may be occasional errors of spelling, punctuation and grammar.

5-7

The candidate will display some knowledge and understanding of the term gender identity. Answers in this band will be largely descriptive showing partial knowledge and understanding and will be characterised by a lack of sociological concepts and/or empirical and/or theoretical evidence which may be implicit and in need of further clarification and elaboration. The candidate will present material in a manner which partially answers the question. Candidates may become side tracked onto gender socialisation or may discuss other sources of identity to the detriment of gender, without providing any substantial knowledge and understanding. There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of the term gender. The candidate will make at least one relevant sociological point although the material used may be sparse, lacking in detail and imprecise. The candidate will present material of marginal relevance and answers at the top of the band are likely to focus on gender socialisation. There may be noticeable and intrusive errors of grammar, punctuation and spelling.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the view that gender has become the main influence on an individual's identity in the contemporary UK. The candidate will engage in the debate surrounding the relationship between individuals and identities. The data will either be relevant empirical and/or theoretical and/or conceptual evidence and could be used to support or refute the claim that gender is the main influence on an individual's identity in the contemporary UK.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different types of data. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (8 marks)**7-8**

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that gender has become the main influence on an individual's identity in the contemporary UK. Critical material may be employed to raise issues concerning the relative importance of class, ethnicity and nationality on identity and/or the complexities of answering a question on gender identity when they differ between individuals so much. Anticipate sustained evaluation at this level.

5-6

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that gender has become the main influence on an individual's identity. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition and is therefore unlikely to be sustained throughout the answer. The candidate may present a clear but inadequately supported position.

3-4

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that gender has become the main influence on an individual's identity. The tone of this type of response will be assertive, with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that gender has become the main influence on an individual's identity. Any other points will be based on common sense assertion.

0

No relevant evaluation.

Question 2

- 2 (a) Using item B, identify and briefly explain two ways in which the Amish remain a very closed community. [8]**

AO2a Interpretation and Analysis**7-8**

The candidate will correctly select and analyse two ways in which the Amish remain a very closed community from Item B. Reference may be made to any two of the following: distrust of technology, marriage, divorce, or education. Answers will show the ability to select and analyse different types of data.

Award 8 marks to responses which identify and fully explain two ways in which the Amish remain a very closed community.

Award 7 marks to responses which identify two ways in which the Amish remain a very closed community, fully explain one and partially explain the other.

5-6

The candidate will correctly select and interpret two ways in which the Amish remain a very closed community from Item B. Answers will show the ability to select from and interpret different types of data.

Award 6 marks to responses which identify two ways and explain both partially, or explain one fully and leave the other without explanation.

Award 5 marks to responses which identify two ways, explain one partially and leave the other without an explanation.

3-4

Answers will show some ability to interpret different types of data.

Award 4 marks to responses which identify two meanings but leave them both without an explanation or to responses which identify one meaning and explain it fully.

Award 3 marks to responses which identify one meaning and offer a partial explanation of it.

1-2

The candidate will correctly select one way in which the Amish remain a very closed community from Item B, but will leave this completely unexplained, showing only a limited ability to respond to the data.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two forms of social control in the contemporary UK. [8]

AO1: Knowledge and Understanding

7-8

The candidate will correctly identify two forms of social control within the contemporary UK. Reference may be made to agencies of social control such as family, education, media, religion or law enforcement or formal or informal control, or positive and negative sanctions or value consensus.

Award 8 marks to responses which identify and fully explain two forms of social control in the contemporary UK.

Award 7 marks to responses which identify two forms, fully explain one and partially explain the other.

Answers will offer an explanation for each factor identified, and explanation will show a range of knowledge and understanding of the concept of social control. To locate at the top of this band the candidate will offer a coherent answer which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

5-6

The candidate will correctly identify **two** forms of social control in the contemporary UK.

Award 6 marks to responses which identify two factors and give a partial explanation of both or which identify two, explain one fully and leave the other without an explanation.

Award 5 marks to responses which identify two factors and give a partial explanation of one of them.

The candidate will display knowledge and understanding of the concept of social control. The candidate will present material in a manner, which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

3-4

Award 4 marks to candidates who identify **two** forms of social control but offer no explanation of either or to candidates who identify one form and explain it fully.

Award 3 marks to candidates to identify one factor and offer a partial explanation of it.

The candidate will show some understanding of the concept of social control. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify **one** factor, but will leave this completely unexplained, therefore showing only limited understanding of the concept of social control. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

- (c) Outline and briefly evaluate two ways in which the norms and values can be passed from one generation to the next. [18]

AO1: Knowledge and Understanding (10 marks)

8-10

The candidate shows a range of knowledge and understanding of **two** ways in which norms and values can be passed from one generation to the next and of relevant empirical and/or theoretical and/or conceptual evidence. The candidate will display knowledge of norms, values and of the processes which allow contact through generations. Candidates may refer to agencies such as families, education or religion. Candidates may also describe two processes: myths/story telling/imitation of roles. The candidate is likely to refer to examples although not necessarily studies. The candidate will present material which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

6-7

The candidate shows knowledge and understanding of two ways in which norms and values can be passed from one generation to the next and of relevant empirical and/or theoretical and/or conceptual evidence. The range will be narrower than the band above. In this way answers maybe uneven. Any examples used maybe only partially understood or relevant. The candidate will present material, which partially answers the question. There may be occasional errors of grammar, punctuation and spelling.

4-5

The candidate displays some knowledge and understanding of the way/s in which norms and values can be passed from one generation to the next and of relevant empirical and/or theoretical and/or conceptual evidence. The candidate may focus on one way explaining this well to reach the top of this band. Answers which state two ways are likely to leave these undeveloped and unsubstantiated. There may be some errors of grammar, punctuation and spelling.

1-3

The candidate displays an awareness of at least **one** way in which norms and values can be passed from one generation to the next. The candidate may present material of marginal relevance to the question and it may be based on common sense assumption and assertion. Errors of grammar, punctuation and spelling may be of notice and obtrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to outline and evaluate two ways in which norms and values can be passed from one generation to the next. To locate at the top answers should select and analyse data relevant to forms, values and the processes through which they can be passed on through generations. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity. Answers at the bottom of this band will lack sociological analysis.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (4 marks)**3-4**

The candidate at the top of this band will clearly and explicitly evaluate the ways in which norms and values can be passed from one generation to the next or will have a strong evaluative tone throughout. This may include commentary on the ease or difficulty of this process, changes through time making this a less likely process now, or commentary on class/ethnic variations. At the bottom of the band evaluation will be less explicitly focussed, or a strongly assertive answer.

1-2

Answers will offer a limited evaluation of two ways in which norms and values can be passed from one generation to the next, making the evaluation basic and at the bottom of the band only one comment made. In this band any evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation

- (d) Discuss the view that contemporary UK is a society based on shared norms and values.**

[26]

NB. This is a very open question which may encourage candidates to draw on their work from 2533, this should be rewarded if relevant to the question.

AO1: Knowledge and Understanding (14 marks)

11-14

The candidate will display a range of knowledge and understanding of the concepts of shared norms and values and associated sociological evidence and ideas. Evidence should be offered to support and reject the argument that the contemporary UK is based on shared norms and values. Answers in this band will use a range of relevant empirical and/or theoretical evidence and/or conceptual evidence, which will focus on the norms in the contemporary UK possibly discussing norms associated with families, education, peer groups, religion, gender, class, ethnicity or nationality. Answers will offer knowledge and understanding of shared norms and values in the contemporary UK, they may attribute these to consensus theories. Answers are likely to include contemporary examples and some studies. In this band candidates will show an understanding of the relationship between shared norms and values in the contemporary UK, doing this well at the top of the band. Candidates will present material in a manner which answers the question directly. There will be few, if any, errors or grammar, punctuation and spellings.

8-10

The candidate will display knowledge and understanding of the concepts of shared norms and values and associated sociological evidence and ideas. Responses will be less well developed than the band above. The range of relevant empirical and/or theoretical and/or conceptual evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the argument that the contemporary UK is based on shared norms and values although answers are likely to deal with one of these concepts more accurately than the other. Candidates will present material in a manner which answers the question although their understanding of the relationship between shared norms and values may be implicit and in need of further elaboration. There may be occasional errors of spelling, punctuation and grammar.

5-7

The candidate will display some knowledge and understanding of the concepts of shared norms and values. Answers in this band will be largely descriptive showing understanding of the concepts yet little understanding of the relationship between them, therefore showing partial knowledge and understanding and will be characterised by a lack of sociological concepts and/or empirical and/or theoretical evidence which may be implicit and in need of further clarification and elaboration. Towards the top of the band there may be evidence of studies or theories although these will be lacking in detail and accuracy. Candidates will present material in a manner which partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of the concept of norms and values. The candidate will make at least one relevant sociological point although the material used may be sparse, lacking in detail and imprecise. Candidates will present material of marginal relevance. There may be noticeable and obtrusive errors of grammar, punctuation and spelling.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the view that the contemporary UK is a society based on shared norms and values. Candidates will engage in the debate surrounding the relationship between shared norms and values in the contemporary UK. The data will either be relevant empirical and/or theoretical and/or conceptual evidence and could be used to support or refute the claim that the contemporary UK is a society based on shared norms and values.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different types of data, referring to norms and values only. Towards the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

AO2b Evaluation (8 marks)**7-8**

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the contemporary UK is a society based on shared norms and values. Critical material will be employed to raise issues regarding the extent to which values are shared for example in a multicultural society, or the extent to which norms are shared in a society where there is diversity. Consensus or conflict theories may be employed. Anticipate sustained evaluation at this level, addressing both sides of the argument.

5-6

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that that the contemporary UK is a society based on shared norms and values. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition and is therefore unlikely to be sustained throughout the answer. Candidates may present a clear but inadequately supported position.

3-4

The candidate shows the ability to make basic evaluation of the evidence and arguments about the view that the contemporary UK is a society based on shared norms and values. The tone of this type of response will be assertive with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the contemporary UK is a society based on shared norms and values. Any other points will be based on common sense assertion.

0

No relevant evaluation.

ASSESSMENT MATRIX: ADVANCED SUBSIDIARY

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
Levels of Achievement	Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation
4	The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations
3	The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select from and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.
2	The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.	The candidate will display some ability to interpret different types of data.	The candidate will show the ability to make a basic evaluation of evidence and argument.
1	The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	The candidate will display limited ability to respond to data.	The candidate will be aware of at least one issue involved in evaluation.



RECOGNISING ACHIEVEMENT

Mark Scheme 2533
January 2005

OPTION 1

The Family

1 (a) Identify and explain TWO features of a re-constituted family. [15]**AO1 Knowledge and Understanding**

13-15 The candidate shows a range of knowledge and understanding of TWO features of a re-constituted family. Candidates may refer to any two from the following:-

- contains children from partners previous relationships.
- Involves step parents as well as natural parents
- Increasingly common following divorce and re-marriage

Answers may allude to key experiences within the family

- Children may have close ties with the families of previous partners
- Can have tensions between step parents and step children
- Possibility of sibling rivalry
- Any other reasonable response

Answers at the top of this band are likely to include conceptual and/or empirical and/or theoretical evidence to support both ways e.g. Two in five of all marriages. At the bottom of the band, evidence may be uneven and provided in depth for only one way. There will be few if any, errors of spelling, grammar and punctuation.

9-12 The candidate displays knowledge and understanding of TWO features of a re-constituted family and of associated sociological evidence and ideas. Expect to see less developed explanations where the direct link between the feature and the reason for it are not made as explicit. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8 The candidate displays some knowledge and understanding of TWO features of a re-constituted family and of some associated evidence or ideas. Where more than one feature may be given, both will be unevenly presented and /or explained. One feature fully explained can reach the top of the band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4 The candidate displays an awareness of at least one feature of a re-constituted family but this will not be fully explained. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that there is a 'dark side' to family life.**[30]**

Expect to see critical views such as the work of Radical Psychiatrists such as Laing and Cooper, family causes schizophrenia, is an ideological conditioning device, Marxist views may be mentioned i.e. benefits ruling class in helping to create and maintain false consciousness, excessive emphasis on consumption, Edmund Leach, family emotionally overloaded like an electrical circuit, Feminists on domestic violence, conjugal roles, role in the nuclear family in the oppression of women, gender role socialisation and gender inequality in the family, effect of patriarchy, child abuse etc. Evidence, which illustrates the negative impact of family living, may be theoretical or empirical E.g. most divorce petitions are by women, drug/alcohol abuse on the increase especially among the young, housewives on Valium etc. Some candidates may pick up on the relative isolation of the nuclear family and loss of mutual support gained from extended family in particular care of elderly, lack of informal childcare arrangements. In evaluation, the various positions may be challenged, some reference may be made to increasing family diversity as evidence of a response to the negative experiences of living within a nuclear family.

In evaluation an outline of the functionalist position, warm bath theory etc. Stabilisation of adult personalities, couples ease the burden of work and social life for each other, relieving frustration, tension etc. Effective socialisation of the young. Stable satisfaction of sexual needs, couples have a meaningful sexual relationship minimising the risks from sex outside marriage, which could lead, to marital instability or sexually transmitted disease. Provides warmth and security, emotional support, all family members benefit from the loving relationships that they share with each other. Financial and physical security, provision of housing and protection. Informal education families facilitate/support learning for the young. Shared leisure, family holidays, special occasions e.g. Weddings, birthdays, outings, educational visits etc.

AO1 Knowledge and Understanding**[9]**

- 8-9** The candidate shows a range of knowledge and understanding of the view that there is a 'dark side' to family life and of associated sociological evidence and ideas. At the top of the band, candidates will demonstrate balanced knowledge and understanding of relevant concepts and/or empirical and/or theoretical evidence, displaying breadth, detail and/or depth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the view that there is a 'dark side' to family life and of some sociological evidence and ideas. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4** The candidate displays some knowledge of the view that there is a 'dark side' to family life. Expect to see generalised or anecdotal references at this level. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2** The candidate displays an awareness of at least one aspect of the view that there is a 'dark side' to family life. The candidate will present material of

marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis [12]

10-12 The candidate shows the ability to select and analyse data appropriate to the view that there is a 'dark side' to family life. Expect to see reasonably accurate interpretation of patterns and/or trends relating to the view.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that there is a 'dark side' to family life. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument expressed.

4-5 The candidate displays some ability to interpret different types of data about the view that there is a 'dark side' to family life. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3 The candidate displays limited ability to use at least one form of data about the view that there is a 'dark side' to family life.

0 No relevant interpretation and analysis.

AO2b Evaluation [9]

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that there is a 'dark side' to family life. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that there is a 'dark side' to family life. There may be some lack of balance evidence. Narrower in range or at a level more superficial than the previous mark band.

3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that there is a 'dark side' to family life. Evaluation may be assertive and/or one sided.

1-2 The candidate is aware of at least one issue involved in the evaluation of the view that there is a 'dark side' to family life.

0 No relevant evaluation.

Sub-total [30]

TOTAL [45]

2 (a) Identify and explain two characteristics of the traditional nuclear family. [15]**AO1 Knowledge and Understanding**

13-15 The candidate shows a range of knowledge and understanding of two characteristics of the traditional nuclear family and of the relevant associated sociological evidence and ideas. Candidates may elaborate on any two from: -

- Male breadwinner with patriarchal control
- Heterosexual couple
- Married, dependent wife
- 1 or 2 children
- Stable and harmonious
- Any other reasonable response.

Understanding will be demonstrated by some contextualisation e.g. part of New Right familial ideology. Supported by functionalists, criticised by feminists, questioned by postmodernists as one alternative. At the top of the band expect to see some conceptual e.g. media images of cereal packet norm, and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.

9-12 The candidate displays knowledge and understanding of two characteristics of the traditional nuclear family and of the associated sociological evidence and ideas. Evidence is more likely to be anecdotal rather than empirical or theoretical. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8 The candidate displays some knowledge and understanding of two characteristics of the traditional nuclear family. Sociological ideas may be marginally related. A narrow range of features accurately covered. One reason fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4 The candidate displays an awareness of at least one characteristic of the traditional nuclear family and/or one related idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

Sub-total [15]

- (b) Outline and discuss the view that it makes more sense to talk about a range of family types rather 'the Family' in the contemporary UK.**

[30]

Candidates may outline the range of family types, which now exist. This may include the increase in single parenthood, re-constituted families, ethnicity and family diversity, social, organisational, cultural and regional diversity, gay parenting. Some knowledge of the statistical issues may be presented. Some mention of functionalist arguments may be made. (Murdock, Chester). At the top end, expect to see a sophisticated attempt to interrogate term 'family' as an ideological construct e.g. cereal packet image and its statistical scarcity in reality. Candidates may select from and use a range of arguments which both support this view or the continuing significance of the nuclear family, such as those of the Rappaports, Postmodernists such as Bernardes, Morgan, to whom the view may be attributed, writers on ethnic diversity e.g. Ballard, or functionalist and Marxist arguments about the key role of the nuclear family in society/Capitalism. Some reference to feminism may also be relevant both in terms of emerging family forms and the domestic labour debate.

AO1 Knowledge and Understanding

[9]

- 8-9** The candidate shows a range of knowledge and understanding of the view that it makes more sense to talk about a range of family types rather 'the Family' in the contemporary UK and of relevant sociological evidence and ideas. At this level there may be conceptual and/or theoretical understanding and/or knowledge of recent studies of family change, which may be well developed. There may be some recognition of family diversity in terms of ethnic and class differences. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see appropriate use of concepts and /or accurate empirical examples and/or explicit theoretical references. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the view that it makes more sense to talk about a range of family types rather 'the Family' in the contemporary UK and of associated sociological evidence and ideas. Whilst answers may present knowledge and understanding of the arguments for family decline and some knowledge of family change and diversity, one or other emphasis will be relatively neglected. A narrower range of material will be presented and examples may be more anecdotal than conceptual and/or empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4** The candidate displays some knowledge of the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK and of associated evidence and ideas. Answers are unlikely to balance the arguments for decline against those regarding change and diversity. At this level candidates are unlikely to distinguish between family types. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2 The candidate displays an awareness of at least one aspect of the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive

0 No relevant sociological knowledge or understanding

AO2a Interpretation and Analysis [12]

10-12 The candidate shows the ability to select and analyse data appropriate to the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument expressed. Material relating to class and ethnic differences may be evident.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument expressed.

4-5 The candidate displays some ability to interpret different types of data about the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3 The candidate displays limited ability to use at least one form of data relevant to the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK.

0 No relevant interpretation and analysis.

AO2b Evaluation [9]

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. Candidates may select from and use a range of arguments in evaluation, such as the arguments for increased egalitarianism in some families between spouses and parents and children, the post-modern family, strong and varied family forms among certain class and ethnic groups, against those which highlight common family issues such as continuing hierarchy and inequality, domestic violence, feminist contributions to the debate, radical psychiatry etc. as well as theoretical arguments such as those of Chester and the New Right regarding the primacy of nuclear family forms. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

- 5-7** The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.
- 3-4** The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK. The definition of 'family' may be seen as unproblematic.
- 1-2** The candidate is aware of at least one issue involved in the evaluation of the view that that it makes more sense to talk about a range of family types rather than 'the Family' in the contemporary UK.
- 0** No relevant evaluation.

Sub-total [30]

TOTAL [45]

OPTION 2

Mass Media

3 (a) Identify and explain two trends in media ownership in the last 25 years. [15]

AO1 Knowledge and Understanding

13-15 The candidate shows a range of knowledge and understanding of two trends in media ownership in the last 25 years. Candidates may elaborate on any two from: -

- Increased concentration of ownership *fewer companies own more and more e.g. by 1988 3 groups had over four fifths of all newspaper circulation*
- More diversification. *Sony own electronics, computing, music publishing and production as well as film production companies. Granada Bowling, TV rental, TV studios and Motorway services*
- Cross-media ownership /Development of multimedia conglomerates
- Cross media mergers due to technological convergence - *e.g. Time Warner/AOL*
- Trans-national companies/global media groups *e.g. Disney, News International*
- Increasing importance of IT companies in the media marketplace *e.g. Microsoft.*
- Any other reasonable response

Aside from trends described above, expect to see examples of media companies and owners such as Branson, Berlusconi, Murdoch, Bill Gates. At the top of the band expect to see some theoretical and/or conceptual and or empirical evidence outlined for both trends. At the bottom of the band this may be uneven and provided in depth for only one trend. The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.

9-12 The candidate displays knowledge and understanding of two trends in media ownership in the last 25 years and of associated sociological evidence and ideas. Answers in this band will be less developed and/or unsupported by relevant examples. At this level candidates may not clearly distinguish between owners and journalists and make reference to manipulation by owners. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8 The candidate displays some knowledge and understanding of two trends in media ownership in the last 25 years and of some associated sociological evidence and ideas. One way fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4 The candidate displays an awareness of at least one trend in media ownership in the last 25 years and /or of a relevant piece of sociological evidence or idea. The candidate will present material of marginal relevance.

Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding

Sub-total [15]

(b) Outline and discuss the view that media owners have little control over media output.

[30]

There may be explicit recognition of the mass manipulative model.

Also the hypodermic syringe/magic bullet theory may be mentioned.

The extent to which the audience is homogenous and/or passive may be introduced along with the main effect theories but this must be contextualised. In discussion, the extent to which media professionals or audience determine media content may be explored. I.e. hegemonic and pluralist models may be referred to, Influence of active audience pressure groups e.g. Mediawatch versus CfBF. News production may be focussed upon and the extent to which News values, professional imperatives and practices, bureaucratic routines and external and internal constraints may be highlighted to counter the evidence for the interventionist role of proprietors. Substantive examples may be included e.g. The Times had to "jettison" its old readership to attract lost advertisers, Channel 4 programming became more populist once it had to attract its own advertisers etc; hence owners and controlling companies have directly intervened. Answers may present informed debate with many contemporary examples. Or other determinants may be mentioned, Influence of advertisers, external constraints, funding, laws of libel, contempt of court etc. Candidates may discuss a range of media forms or one in depth. They may concentrate on an aspect of media content such as News output. Expect to see accurate statistics (eg. on media concentration), research data (such as that by the GUMG. Some judgement of the extent to which particular audience factions are able to affect media output against a range of other determinants be they legal, commercial, political or proprietorial will be made. Feminist or anti racist arguments about white male dominated control may be presented.

AO1 Knowledge and Understanding

[9]

8-9 The candidate shows a range of knowledge and understanding of the view that media owners have little control over media output and of relevant sociological evidence and ideas. At the top of the band the view may be located theoretically within a post-modern viewpoint. A range of contemporary examples may be presented. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some explicit empirical references, and/or appropriate use of concepts and /or accurate theoretical examples. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.

5-7 The candidate displays knowledge and understanding of the view that media owners have little control over media output and of associated sociological evidence and ideas. Concepts and/or empirical data and/or theoretical argument supporting/ challenging the view will be discussed in less depth than in the above band. At this level answers will be less informed and examples are likely to be less contemporary. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

- 3-4** The candidate displays some knowledge of the view that media owners have little control over media output and of some associated sociological evidence and ideas. Some arguments presented may be unsupported. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2** The candidate displays an awareness of at least one aspect of the view that media owners have little control over media output and /or of a relevant piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis [12]

- 10-12** The candidate shows the ability to select and analyse data appropriate to the view that media owners have little control over media output At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. A number of pertinent case studies may be summarised.
- 6-9** The candidate displays the ability to select from and appropriately interpret different types of data about the view that media owners have little control over media output Expect to see discussion of some pros and cons and some relevant examples but treated in an unbalanced or superficial way. Evidence may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.
- 4-5** The candidate displays some ability to interpret different types of data about view that media owners have little control over media output. Expect to see a narrow range of influences and little reference to contemporary examples.
- 1-3** The candidate displays limited ability to use at least one form of data about the view that media owners have little control over media output
- 0** No relevant interpretation and analysis

AO2b Evaluation [9]

- 8-9** The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that media owners have little control over media output There will be a clear attempt to judge the extent to which audiences affect media content and contrast this with other determinants. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others
- 5-7** The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that media owners have little control over media output There will be some attempt to judge the extent of influence. It is likely that any empirical evidence and/or theory presented will be questioned on some level but expect to see a narrower

range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

- 3-4** The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that media owners have little control over media output. There may be little evidence of direct evaluation with more of a tendency to evaluate by juxtaposition.
- 1-2** The candidate is aware of at least one issue involved in the evaluation of the view that media owners have little control over media output.
- 0** No relevant evaluation.

Sub-total [30]

TOTAL [45]

- 4 (a) Identify and explain TWO ways in which screen violence might have an impact upon the viewer**

[15]

AO1 Knowledge and Understanding

- 13-15** The candidate shows a range of knowledge and understanding of two ways in which screen violence might have an impact upon the viewer and of relevant sociological evidence and ideas. Candidates may elaborate on any two from: -

- Catharsis- Helps release violent emotions harmlessly.
- Sensitisation - viewers are made aware of the negative consequences of violence.
- Makes people more security conscious.
- Some may elaborate on any two from:- effects theories such as hypodermic syringe, drip-drip effect or cultural affects theory. Whilst a valid approach to the question, explanations must be contextualised with examples.
- Any other reasonable response.

At this level evidence may include some studies e.g. Hagel and Newburn, Commonsensical/emotional or unsubstantiated references to the above place the response in a lower band. At the top of the band expect to see some theoretical and/or conceptual and/or empirical evidence outlined for both effects. At the bottom of the band this may be uneven and provided in depth for only one effect. The candidate will present material which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

- 9-12** The candidate displays knowledge and understanding of two ways in which screen violence might have an impact upon the viewer and of associated sociological evidence and ideas. Answers in this band will be less developed and/or unsupported by relevant examples. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8** The candidate displays some knowledge and understanding of two ways in which screen violence might have an impact upon the viewer and of some

associated sociological evidence and ideas. Media content may be discussed but the nature of its influence may not be made explicit. One way fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

- 1-4** The candidate displays an awareness of at least one way in which screen violence might have an impact upon the viewer and /or of a relevant piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that media content should be subject to state regulation.

[30]

This question can be tackled in a number of ways. Candidates may base their answers around explanations and evidence showing that the media has negative effects on all or part of the audience and therefore needs tighter controls. More audience centred approaches challenging alleged dangers and flagging up freedom of choice, critical and discriminating audience factions may be discussed.

A range of models and related research may be presented and forms of state regulation discussed. In evaluation, some candidates may separate out, presenting arguments for more or less regulation of one aspect of media content rather than another. Some candidates may focus on the feminist position on male violence/effect of pornography. Whilst others may allude to the alleged harmlessness of New Laddist publications such as FHM, Loaded. Candidates may also challenge the view by discussing a range of other factors and may in explaining how they can contribute to violent or anti-social behaviour and declining moral standards in society, allude to the less significant role of the media. Some candidates may pick up on the debates around deregulation of the media and the subsequent decline in quality and Public Service Broadcasting ideals in favour of commercial interests. The global dimension may be referred to e.g. cultural imperialism of the West offensive to Muslim cultures etc.

AO1 Knowledge and Understanding [9]

- 8-9** The candidate shows a range of knowledge and understanding of the view that media content should be subject to state regulation and of relevant sociological evidence and ideas. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to appropriate use of concepts and /or accurate empirical examples. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the view that media content should be subject to state regulation and of associated sociological evidence and ideas. Concepts and/or empirical data and/or theoretical argument, supporting/ challenging the view will be discussed in less depth than in the above band. At this level answers will be less informed and examples are likely to be less contemporary. The candidate

will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

- 3-4** The candidate displays some knowledge of the view that media content should be subject to state regulation and of some associated sociological evidence and ideas. Some arguments presented may be unsupported. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2** The candidate displays an awareness of at least one aspect of the view that media content should be subject to state regulation and /or of a relevant piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis [12]

- 10-12** The candidate shows the ability to select and analyse data appropriate to the view that media content should be subject to state regulation. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. A number of pertinent case studies may be summarised.
- 6-9** The candidate displays the ability to select from and appropriately interpret different types of data about the view that media content should be subject to state regulation. Evidence may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.
- 4-5** The candidate displays some ability to interpret different types of data about the view that media content should be subject to state regulation. Expect to see a narrow range of global influences and little reference to contemporary examples.
- 1-3** The candidate displays limited ability to use at least one form of data about view that media content should be subject to state regulation.
- 0** No relevant interpretation and analysis.

AO2b Evaluation [9]

- 8-9** The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that media content should be subject to state regulation. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.
- 5-7** The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that media content should be subject to state regulation. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

- 3-4** The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that media content should be subject to state regulation. There may be little evidence of direct evaluation with more of a tendency to evaluate by juxtaposition.
- 1-2** The candidate is aware of at least one issue involved in the evaluation of the view that media content should be subject to state regulation.
- 0** No relevant evaluation.

Sub-total [30]

TOTAL [45]

OPTION 3**Religion****5 (a) Identify and explain TWO types of New Religious Movements [15]****AO1 Knowledge and Understanding**

13-15 The candidate shows a range of knowledge and understanding of TWO types of New Religious Movements and of associated sociological ideas and concepts. Aside from other relevant points, expect to see any two from the following:-

Reference may be made to sects or cults and their differences e.g.:

- claims to a monopoly of truth, sects do have, cults don't.
- nature of leadership, sects charismatic, cults democratic.
- Degree of exclusive/inclusiveness. Sects, cults respectively.
- Wilson's or more likely Wallis's typology may be referred to.
- E.g. World affirming - TM, sannyasin, Scientology, World rejecting - Moonies, Branch Davidians, World accommodating - Neo Pentacostalists.
- Any other reasonable response.

At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both types. At the bottom of the band this may be uneven and provided in depth for only one type.

The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.

At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason.

The candidate will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

9-12 The candidate displays knowledge and understanding of TWO types of New Religious Movements and of associated sociological ideas and concepts. The level of elucidation will be less wide-ranging than in the previous band and examples given will be vague and imprecise. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8 The candidate displays some knowledge and understanding TWO types of New Religious Movements and of some relevant sociological evidence and ideas. Examples are unlikely to be provided. One way fully explained can reach the top of the band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4 The candidate displays an awareness of at least one type of New Religious Movement and/or of one associated sociological idea or concept. The candidate will present material of marginal. Relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

Sub-total [15]

- (b) Outline and discuss the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK.**

[30]

Expect to see a presentation of evidence showing the growing influence of sects and cults, increased pluralism, cultic milieu, multiculturalism and religious commitment against counter evidence of the relative decline in traditional religious commitment, loss of social influence, power and prestige of religious institutions, declining participation in organised religion, pluralism, fracturing of belief systems and loss of authority, the privatisation of religious belief, NRM's seen as marginal, trivial and usually short-lived. I.e. a transitional phase from religious commitment to secular belief. The view may be challenged by highlighting the ulterior motives for membership of some New Religious Movements – e.g. World affirming for sexual or personal development. Statistical evidence may be presented on declining church attendance, rising civil marriages, decline in Baptisms etc as well as the rise of secular alternatives to Sunday worship, e.g. shopping. Some evidence of the influence of religious ideas on morality, the compulsory nature of religious education, the impact of ethnic minority religions on the religiosity of British society. Civil or surrogate religion may be referred to as evidence of the persistence of secular 'religious' influences. The historical dimension may be introduced whereby, religious affiliation in the past may be questioned i.e. Its true extent unmeasurable. Whilst the problematic nature of defining religiosity may be well discussed, candidates should draw concrete conclusions which are well supported as to the extent to which they accept or refute the view. E.g. the growth of NRM's may be seen as evidence of more religiosity than in the past when religious practices may well have been culturally rather than spiritually inspired.

AO1 Knowledge and Understanding

[9]

- 8-9** The candidate shows a range of knowledge and understanding of the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK and of relevant associated sociological ideas and concepts. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some explicit theoretical references, and/or appropriate use of concepts and /or accurate empirical examples. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material, which directly addresses the question. There will few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK and of associated sociological ideas and concepts. Examples to support either side of the view will be less developed and may lack coherence and/or relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4** The candidate displays some knowledge of the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK and of associated sociological ideas and concepts. This may be uneven with an overconcentration on one side of the argument and/or a general or partial understanding of sociological evidence relevant to the assertion. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2 The candidate displays an awareness of at least one view of the argument that the growth of New Religious Movements indicates a religious revival in the contemporary UK and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis [12]

10-12 The candidate shows the ability to select and analyse data appropriate to the argument that the growth of New Religious Movements indicates a religious revival in the contemporary UK. This may draw from surveys of religiosity, declining church attendance, the growth of NRM's, fundamentalist groups detailed discussion of particular examples of declining/increasing religious influence. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK . Evidence will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5 The candidate displays some ability to interpret different types of data about of the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK or relevant points feature but are poorly organised in a loosely focussed interpretation of the extent to which that The growth of New Religious Movements indicates a religious revival in the contemporary UK.

1-3 The candidate displays limited ability to use at least one form of data about the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK.

0 No relevant interpretation and analysis.

AO2b Evaluation [9]

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK. This will take the form of an argued case sustaining relevance and coherence. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the growth of New Religious Movements indicates a religious revival in the contemporary UK. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates will present summaries or judgements in relation to some appropriate material or advance a clear but one-sided and less adequately supported position.

- 3-4** The candidate shows the ability to make a basic evaluation of a limited range of material or of limited aspects of the issue. Discursive points may be listed or asserted without explanation, limited in terms of development and/or relevance.
- 1-2** The candidate is aware of at least one issue involved in the evaluation of the argument that the growth of New Religious Movements indicates a religious revival in the contemporary UK.
- 0** No relevant evaluation.

Sub-total [30]

TOTAL: [45]

6 (a) Identify and explain two functions of religion for society.

[15]

AO1 Knowledge and Understanding

- 13-15** The candidate shows a range of knowledge and understanding of two functions of religion for society. Candidates may elaborate on any two from:
- - Social integration, collective conscience etc.
 - Influence of civil religion with substantive examples, Princess Di's funeral etc.
 - Preventing anomie, growth of religious movements during times of social upheaval
 - Coming to terms with life changing events, minimising social disruption
 - Socialisation, moral codes Ten Commandments etc.
 - Durkheim's ideas about the sacred and profane, the former symbolic of social mores etc.
 - Any other reasonable response.

At the top of the band expect to see points supported by relevant examples. Illustrative material elaborating concepts and/or a high level of empirical and/or theoretical knowledge and understanding may be demonstrated. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

- 9-12** The candidate displays knowledge and understanding of two functions of religion for society and of associated sociological ideas and concepts. Two of the above examples will be well described. The level of knowledge may be sparse and the nature of belief or practice may not be fully described. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 5-8** The candidate displays some knowledge and understanding of two functions of religion for society and of associated sociological ideas and concepts. There may be a lack of balance ie. by overconcentrating on one way and/or providing a partial explanation of the other. One way fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

- 1-4** The candidate displays an awareness of at least one function of religion for society. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the Marxist view of religion.

[30]

The quote will be clearly located within a classical Marxist perspective, which may be outlined in depth. The role that religion plays in legitimating social inequality, maintaining the status quo in favour of the dominant classes, i.e. in discouraging attempts to change things, in creating a blameless bourgeoisie, and in diverting attention away from the true source of oppression. Candidates may present alternative arguments e.g. Feminism and the differential oppression of women, or, refute the view by discussing the secularisation thesis and the empowering qualities of some NRM's. In the top of bands candidates may refer to the work of Engels and Neo-Marxists i.e. who see religion as relatively autonomous from the economic sphere and thus freer to develop a revolutionary potential. Aside from Marxist and Neo Marxist evidence and arguments, candidates may refer to substantive examples such as, the caste system of traditional India justified by Hinduism, divine right of kings in Feudal Europe, slave owners converting slaves to Christianity as it was seen to be a gentling, controlling influence. Religion supported by industrial bourgeoisie as good for the work ethic and a sobering influence (cf. Sunday pub closing hours today). In the present day around large Brazilian cities ministers tell followers in shantytowns that poverty arises from their sins. Discussion of the New Christian Right in USA and their support for Republicanism and defence of the rich and powerful may also be presented. Sophisticated answers may refer to new 'opiates' such as the mass media and present evidence in support of alternative views. The meaning of Religion in the present day may be interrogated as being different to that in Marx's time.

AO1 Knowledge and Understanding

[9]

- 8-9** The candidate shows a range of knowledge and understanding of the Marxist view of religion and of relevant associated sociological ideas and concepts. At the top of the band expect to see clear reference to a range of religious groups, with some relevant examples in support of points presented. Knowledge of counter-arguments will be clearly presented. The candidate will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the Marxist view of religion and of associated sociological ideas and concepts. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4** The candidate displays some knowledge of the Marxist view of religion and of some associated sociological ideas and concepts. A simple outline of the relationship is likely with anecdotal evidence presented. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2 The candidate displays an awareness of at least one aspect of the Marxist view of religion and/or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive

0 No relevant sociological knowledge or understanding

AO2a Interpretation and Analysis [12]

10-12 The candidate shows the ability to select and analyse data appropriate to the Marxist view of religion. Evidence selected may affirm or deny the view. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9 The candidate displays the ability to select from and appropriately interpret different types of data about the Marxist view of religion. At this level there will be less range and examples will be superficially explained in terms of their relevance to the view.

4-5 The candidate displays some ability to interpret different types of data about the Marxist view of religion. Candidates may refer to a few substantive examples, but they will be perhaps listed rather than explained in terms of their relevance to the view.

1-3 The candidate displays limited ability to use at least one form of data about the Marxist view of religion.

0 No relevant interpretation and analysis.

AO2b Evaluation [9]

8-9 The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the Marxist view of religion. Expect to see explicit evaluation of at least two related concepts and/or studies and/or theoretical arguments, which address aspects of the view. At the bottom of the band answers may focus significantly more on one aspect of the view at the expense of the others.

5-7 The candidate shows the ability to evaluate some of the available sociological evidence and /or theory about the Marxist view of religion by either forming judgements or summaries in relation to some appropriate material, or by advancing a clear but partial or one sided and inadequately supported position.

3-4 The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the Marxist view of religion . Discursive points may be asserted without explanation, limited in terms of development and /or relevance.

1-2 The candidate is aware of at least one issue involved in the evaluation of the Marxist view of religion. The radical position inherent to the view will be either supported or refuted in a limited way.

0 No relevant evaluation.

Sub-total [30]

TOTAL: [45]

OPTION 4

Youth and Culture

7 (a) Identify and explain TWO trends in female delinquency. [15]

AO1 Knowledge and Understanding

13-15 The candidate shows a range of knowledge and understanding of two trends in female delinquency. In identification candidates may highlight:-

- Increased 3 fold in recent years. E.g's. of various categories may be given e.g. Robbery, embezzlement by young women increased much more than by young men.
- Young women getting involved in traditionally male areas of criminal activity.
- Growth of female gangs.
- More violent or aggressive behaviour, being 'foul mouthed', 'ladettes' etc. Recent moral panic around young female British holidaymakers.
- Specific examples relating to class and ethnicity may be presented.

In explaining reasons candidates may elaborate on:-

- socialisation changes.
- Arguments regarding the apparent increase in female crime (Adler and Smart) and the debate around the impact of women's lib.
- recent changes in young women's perception of gender appropriate behaviour, in part fuelled by the media. (Girly show, ladettes, Spice girls, Girl Power).

At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

9-12 The candidate displays knowledge and understanding of two trends in female delinquency and of associated sociological evidence and ideas.

A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8 The candidate displays some knowledge and understanding of two trends in female delinquency and of some sociological evidence and ideas. A narrow range of aspects accurately covered unsupported by examples.

One reason fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation

1-4 The candidate displays an awareness of at least one trend in female delinquency. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0 No relevant sociological knowledge or understanding

Sub-total [15]

- (b) Outline and discuss the view that working class youth commit crime because they are disadvantaged. [30]

Expect to see recognition that the view is located within a Marxist perspective. Arguments in support of the view may refer to increased pressure to display consumer 'success' against increased youth unemployment, underclass membership. Discussion of impact of racism e.g. Gilroy may feature, post-modern views on increased commodity fetishism, consumerist ideology may be counterposed with discussion of role of the media and moral panics, increased reporting, changes in policing policy, legal changes such as the Public order Act (1986) and Criminal Justice Act. (1991). Some reference to subcultural theories and status frustration or the class influences on subcultural crime and deviance as well as influence of working class culture on deviance per se. Relevant discussion of the influence of gender and ethnicity should be rewarded. Evaluation may refer to the Functionalist/New Right perspective. Discussion of relevant factors e.g. less informal social control due to decline in extended family, critical discussion of Bowlby, (maternal deprivation theory), New Right criticism of single parenthood, the underclass debate, greater youth unemployment,

AO1 Knowledge and Understanding [9]

- 8-9** The candidate shows a range of knowledge and understanding of the view that working class youth commit crime because they are disadvantaged and of relevant associated sociological evidence and ideas. Answers may be well informed conceptually and/or empirically and/or theoretically about a range of youth deviance. At the bottom of the band some answers may sacrifice depth for detail or vice-versa. Candidates will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the view that working class youth commit crime because they are disadvantaged and of associated sociological evidence and ideas. At this level the emphasis may be more anecdotal than empirical. Expect to see more of the traditional material loosely focussed on the question. A broad anecdotal or partial knowledge of particular contemporary criminal groups eg. Drug pushers, may be demonstrated. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.
- 3-4** The candidate displays some knowledge and understanding of the view that working class youth commit crime because they are disadvantaged and of some related sociological evidence and ideas. Answers without research and/or substantive examples should not be rewarded above this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2** The candidate displays an awareness of at least one aspect of the view that working class youth commit crime because they are disadvantaged and/or of one related concept, piece of evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis [12]

- 10-12** The candidate shows the ability to select and analyse data appropriate to the view that working class youth commit crime because they are disadvantaged. A range of sociological studies, which highlight the extent, and nature of subcultural influence and/or responses may be referred to as well as accurate accounts of attitudes and practices. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.
- 6-9** The candidate displays the ability to select from and appropriately interpret different types of data appropriate to the view that working class youth commit crime because they are disadvantaged. Relevant empirical examples will be presented but answers may be poorly organised with a loosely focussed interpretation of the extent of social injustice. Evidence will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.
- 4-5** The candidate displays some ability to interpret different types of data appropriate to the view that working class youth commit crime because they are disadvantaged. Answers at this level are likely to be accurate but primarily anecdotal with little theoretical and/or conceptual discussion evident.
- 1-3** The candidate displays limited ability to use at least one form of data appropriate to the view that working class youth commit crime because they are disadvantaged.
- 0** No relevant interpretation and analysis.

AO2b Evaluation [9]

- 8-9** The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations appropriate to the view that working class youth commit crime because they are disadvantaged. There will be an argued case sustaining relevance and coherence and balance. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.
- 5-7** The candidate shows the ability to evaluate some of the available sociological evidence and arguments appropriate to the view that working class youth commit crime because they are disadvantaged. A clear argument in support of or against the view will be presented with a degree of balance but at a more superficial level than for the above band.
- 3-4** The candidate shows the ability to make a basic evaluation of the evidence and arguments appropriate to the view that working class youth commit crime because they are disadvantaged. Some appropriate material will be presented by advancing a clear but one-sided and inadequately supported position.

- 1-2** The candidate is aware of at least one issue involved in the evaluation of the view that working class youth commit crime because they are disadvantaged. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.
- 0** No relevant evaluation.

Subtotal [30]

TOTAL: [45]

- 8 (a) Identify and explain TWO reasons why some young people join youth subcultures.**

[15]

AO1 Knowledge and Understanding

- 13-15** The candidate shows a range of knowledge and understanding of two reasons why some young people join youth subcultures. At the top of the band expect to see points supported by relevant examples. Illustrative material elaborating a high level of conceptual and/or empirical and/or theoretical knowledge and understanding may be demonstrated. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material in a manner, which directly addresses the question.

Reference may be made to any two from the following:-

- problems caused by social control agents e.g. family, school, workplace identifying issues such as development of anti school subcultures, escaping parental interference and expectations, status frustration etc.
- Exposition might draw from studies within Marxist subcultural theory. Discussion of Skinheads,(Cohen and Clarke) football hooliganism, mods punks (Hebdige). Problems of unemployment, immigration, loss of community, manufacture of identity commercially driven, crisis in masculinity, etc.
- Influence of the media or re-packaging by the fashion industry.
- The functionalist arguments e.g. those of Eisenstaadt would also be relevant. -Youth as a transitional phase, allowing for safe experimentation, adjustment to complexities of life in modern industrial society etc.

- 9-12** The candidate displays knowledge and understanding of two reasons why some young people join youth subcultures and of associated sociological ideas and concepts. Two relevant reasons will be identified but explanations for membership may be partial and inadequately supported. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

- 5-8** The candidate displays some knowledge and understanding of two reasons why some young people join youth subcultures and of some sociological ideas and concepts. This may be uneven, e.g. by over concentration on one example or two examples/one explanation. One example fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

- 1-4** The candidate displays an awareness of at least one of the reasons why some young people join youth subcultures and/or of one sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

Sub-total [15]

(b) Outline and discuss the view that youth culture today is no longer influenced by social class.

[30]

An understanding of the postmodern perspective may be presented with some contemporary examples of the eclecticism and diversity of modern youth showing the influence of ethnicity and gender in particular and the increasing role of the global media in forging youth styles. Knowledge of the class significance attached to the membership of spectacular youth subcultures in the past may be presented as well as studies which have shown the long standing conservatism of 'ordinary youth' whose identity has always been closely affiliated with their class of origin and the culture of their parents. Feminist argument may feature which highlights the male dominated aspects of the study of youth generally and contemporary evidence relating to the idea of 'Girl power' may be presented critically. A range of contemporary youth styles/factions may be discussed as well as possibly at the top end, theoretical contributions from postmodern writers on youth e.g. Willis, McRobbie. This may be accompanied by more traditional studies on spectacular youth subcultures. E.g. Cohen, Brake, Hebdige. Points of evaluation may include a critique of the way in which spectacular youth culture was presented within sociological literature, tending to over exaggerate and romanticise, lend greater structural and ideological motivation than really existed and to impose a mainstream bias. The postmodern position may be interrogated and structural influences may be restored as well as the continuing significance of class for youth identity.

AO1 Knowledge and Understanding

- 8-9** The candidate shows a range of knowledge and understanding of the view that youth culture today is no longer influenced by social class, and of relevant associated sociological evidence and ideas. Answers may be well informed theoretically and/or conceptually and/or empirically about a range of youth past and present and of the extent to which they conform to lower class values. At the bottom of the band some answers may sacrifice depth for detail or vice-versa. Candidates will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.
- 5-7** The candidate displays knowledge and understanding of the view that youth culture today is no longer influenced by social class, and of associated sociological evidence and ideas. At this level the emphasis may be more anecdotal than empirical. Expect to see more of the traditional material loosely focussed on the question. A broad generalised or partial knowledge of particular youth groups may be demonstrated and the extent to which they are genuinely conformist or non conformist to lower class values in contrast to other groups partially addressed. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

- 3-4** The candidate displays some knowledge and understanding of the view that youth culture today is no longer influenced by social class and of some related sociological evidence and ideas. The extent to which this may or may not be the case may be overlooked. Answers without research or substantive examples should not be rewarded above this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.
- 1-2** The candidate displays an awareness of at least one aspect of the view that youth culture today is no longer influenced by social class and/or of one related concept, piece of evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.
- 0** No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis [12]

- 10-12** The candidate shows the ability to select and analyse data appropriate to the view that youth culture today is no longer influenced by social class. A range of sociological studies and/or empirical evidence which highlight the extent to which young people conform to lower class values when engaging in deviant behaviour may be presented. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.
- 6-9** The candidate displays the ability to select from and appropriately interpret different types of data appropriate to the view that youth culture today is no longer influenced by social class. Relevant empirical examples will be presented but answers may be poorly organised with a loosely focussed interpretation of the relative conformity of deviant youth to lower class values. Evidence will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.
- 4-5** The candidate displays some ability to interpret different types of data appropriate to the view that youth culture today is no longer influenced by social class. Answers at this level are likely to be accurate but primarily anecdotal with little conceptual and/or empirical and /or theoretical evidence.
- 1-3** The candidate displays limited ability to use at least one form of data appropriate to the view that youth culture today is no longer influenced by social class.
- 0** No relevant interpretation and analysis.

AO2b Evaluation [9]

- 8-9** The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations appropriate to the view that youth culture today is no longer influenced by social class. There will be an argued case sustaining relevance and coherence and balance. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

- 5-7** The candidate shows the ability to evaluate some of the available sociological evidence and arguments appropriate to the view that youth culture today is no longer influenced by social class. A clear argument in support of or against the view will be presented with a degree of balance but at a more superficial level than for the above band.
- 3-4** The candidate shows the ability to make a basic evaluation of the evidence and arguments appropriate to the view that youth culture today is no longer influenced by social class. Some appropriate material will be presented by advancing a clear but one-sided and inadequately supported position.
- 1-2** The candidate is aware of at least one issue involved in the evaluation of the view that youth culture today is no longer influenced by social class. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.
- 0** No relevant evaluation.

Sub-total [30]

TOTAL:[45]

ASSESSMENT MATRIX: ADVANCED SUBSIDIARY

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
Levels of Achievement	Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation
4	The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations.
3	The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select form and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.
2	The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.	The candidate will display some ability to interpret different types of data.	The candidate will show the ability to make a basic evaluation of evidence and argument.
1	The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	The candidate will display limited ability to respond to data.	The candidate will be aware of at least one issue involved in evaluation.



RECOGNISING ACHIEVEMENT

Mark Scheme 2534
January 2005

Study Item A and Item B carefully, then answer all parts of the question (a) to (d).

You should spend approximately 30 minutes answering parts (a) to (c) and approximately 30 minutes answering part (d)

ITEM A

A survey was carried out in various areas throughout England. People were asked to tick which aspects of their neighbourhood they would like to see improved.

Aspects of their neighborhood that householders would like to see improved¹

A table has been removed due to third party copyright restrictions

Details: A table showing the aspects of their neighbourhood that householders would like to see improved in 1995 and 2002

Source: adapted from *Survey of English Housing*, Office of the Deputy Prime Minister, 2003

¹ Respondents were asked to select only from those aspects listed in the table. Percentages do not add up to 100 per cent as respondents could give more than one answer.

ITEM B

You have been asked to consider a research design in terms of its reliability, validity, representativeness and generalisability. The research is about the effectiveness of Closed Circuit Television (CCTV) in reducing crime rates. The design consists of:

- Selecting one British town which has introduced widespread use of CCTV within the last three years;
- Analysing the official crime statistics of that town to establish patterns of recorded crime over this period;
- Carrying out a survey using structured questionnaires with owners of local businesses in the main shopping area to gain their opinion about the effectiveness of CCTV in reducing crime;
- Gaining access to a local secondary school and carrying out group interviews with teenagers to investigate their views about the effectiveness of CCTV.

Questions

(a) Briefly explain the meaning of the term 'reliability'. [6]

AO1 Knowledge and Understanding (inc. Presentation and Communication) (6)

In addition to a stated definition, relevant knowledge and understanding may refer to at least one of the following:

- *Associated methods (i.e. those more likely to be high or low in reliability).*
- *Relationship with theory*
- *The linking of the concept 'reliability' with the concept 'quantitative data'*
- *Examples of sociological research which is associated with the concept 'reliability'.*

4-6 At the top of this band, responses display a range of knowledge and understanding of the concept 'reliability' and responses will directly address the question. Expect to see a clear definition. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept and there will be a sense of the core meaning of the term. Responses will present material in a manner, which addresses the question. There may be some errors of grammar, punctuation and spelling.

1-3 At the top of this band, knowledge and understanding of the term 'reliability' will be partial and/or insufficient. Answers at the bottom of this band will display an awareness of one aspect of the term. Responses may include irrelevant material. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points

- (b) Using Item A, identify the two main changes concerning the aspects of their neighbourhood that householders would like to see improved between 1995 and 2002. [8]

AO2a Interpretation and Analysis (8)

- *'Shopping and commercial services' has seen the biggest increase in terms of the percentage of householders which cite it as an aspect they wish to see improved (an increase of 9 percentage points between 1995 and 2002).*
- *'Availability of jobs' has seen the biggest decrease in terms of the percentage of householders which cite it as an aspect they wish to see improved (a decrease of 14% points between 1995 and 2002).*

- 7-8** Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main changes between 1995 and 2002. Award full marks to responses that clearly identify the **two** points listed above. Candidates who identify the two main changes and include the scale of difference should be located at the top of this band. Candidates who identify two main differences but slightly lack clarity should be located at the bottom of this band.
- 5-6** Answers will show the ability to select and analyse the data in **Item A** in order to clearly identify **two** main changes. Interpretation may be comparative but descriptive in tone. The second change may be less clearly expressed.
- 3-4** Answers will display some ability to interpret the data in **Item A**. Responses in this band will either identify only one main change and analyse it fully or identify 2 main changes without reference to statistics. At the bottom of this band answers may begin to describe rather than interpret the data.
- 1-2** Answers will display a limited ability to interpret the data in **Item A**. Award 2 marks for the identification of one major change, without reference to any statistics or scale of change. There will be a tendency to indiscriminately describe the data rather than answer the question.
- 0** No relevant points

- (c) Using Item B, identify and explain one strength and one weakness of the research design.[16]

Strengths

- *Strengths of using a case-study type sample*
- *Advantages (validity / reliability) of one of the methods (official statistics; structured questionnaires; focus group interviews)*
- *Strengths of using triangulation*
- *Any other reasonable response.*

Weaknesses

- *The representativeness of the sample (one city; businesses in the city centre; one secondary school)*
- *Validity or reliability issues of one of the methods*
- *Ethical issues (asking teenagers about Crime?)*
- *Any other reasonable response*

Any other reasonable response.

AO1: Knowledge and Understanding (inc. Presentation and Understanding) (8)

- K&U of a key concept
- Explanation of strength/weakness

7-8 marks

Answers will display a range of knowledge and understanding. They will correctly identify one strength **and** one weakness and will offer a full explanation for each. In this band, candidates are expected to make accurate references to at least one of the basic concepts of research design for **each** strength/weakness. At the bottom of this band, explanation for either the strength or weakness will be less developed. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

5-6 marks

The candidate will demonstrate some knowledge and understanding. They will identify one strength and one weakness of the research design, but their explanation will lack depth and detail. References to basic concepts in research design and the research context may be left implicit and/or partial. The candidate may focus on:

- One strength or one weakness in an accurate, clear and conceptually detailed fashion but references to another strength or weakness may be under-developed.
- One strength and one weakness both underdeveloped but including partial K&U of key concepts.

The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, punctuation and grammar.

3-4 marks

Responses will demonstrate basic knowledge and understanding. They will either:

- Identify only one strength **or** one weakness, explaining it fully.
- Identify one strength and weakness but explanation will be partial and will probably not include any accurate reference to the basic concepts.

The candidate will present material, which partially addresses the question. There may be some errors of spelling, punctuation and grammar.

1-2 marks

Answers will demonstrate only a limited knowledge and understanding. They will either:

- Identify only one strength **and** one weakness without any explanation.
- Identify one strength or one weakness with partial explanation
- At the bottom of this band, answers will include only one strength or weakness without any explanation.

The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No relevant points

AO2a: Interpretation and Analysis**(8)**

- Ability to accurately interpret and analyse with reference to the context.
- Ability to show the effects of the strength or weakness on the research aims.

7-8 marks

Responses display the ability to accurately select elements from the research design for analysis. At the top of this band, answers will clearly and accurately explain *how* one feature of the research design could be regarded as a strength and *how* one could be regarded as a weakness in terms of the aims of this research. Answers at this level must elaborate in some detail on *how*, for example, using a snowball sample could be a design weakness for finding reasons for urban riots involving youths from different ethnic backgrounds in three towns. At the bottom of this band, answers will be less developed for either the strength or the weakness.

5-6 marks

Responses display some ability to select one strength **and** one weakness of the research design but analysis of these may be partial and lacking depth and detail in terms of explaining *how* the strength/weakness affects the research aims. At the bottom of this band, one strength **or** weakness may not be contextualised.

3-4 marks

Responses display a basic ability to select and analyse by either:

- Selecting one strength **and** one weakness but analysis is generalised.
- Selecting only one strength or weakness with full analysis
- At the bottom of this band, responses will select one strength **or** weakness of the research design and analyse it partially.

1-2 marks

Responses display a limited ability to select from appropriate elements of the research by either:

- Selecting one strength and one weakness with no analysis.
- Selecting either one strength or one weakness with partial analysis.
- At the bottom of this band, responses will select one strength or weakness without any analysis.

0 marks

No relevant points

(d) Outline and assess one sociological research method of collecting information to investigate whether people think that having more police officers in their neighbourhood would make people feel safer. [30]

The most appropriate methods for this research are:

- Questionnaires
- Interviews
- Any other reasonable method

Discussion of the research process is likely to select from the following:

- Sample size / research population
- Access to a sample
- Sampling method
- Response rates
- Piloting
- Operationalisation of key concepts
- Ethical considerations
- The relationship between the researcher and those being researched

Knowledge and understanding of key research concepts should focus on one or more of the following:

- Validity of the method
- Reliability of the method
- Representativeness & Generalisability of the sample

AO1 Knowledge and Understanding (inc. Presentation and Communication) [18]

15- 18 Answers display a range of knowledge and understanding of a research method by identifying and outlining an appropriate method of data collection. There should be a clear link established between the data collection technique and the context of the research i.e. whether a higher police presence makes people feel safer. Answers that build their responses around the context will be a hallmark of those located at the top of this band. Responses should demonstrate knowledge and understanding of the key research concepts and how their chosen method relates to the wider research process. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

10- 14 Answers display some knowledge and understanding of one research method. Candidates who display a sound technical knowledge of the research method and concepts but who do not contextualise their responses may be placed at the top of this band. Candidates who focus on the context of the research design in a detailed, confident and accurate way but do not explicitly focus on one method may also be placed in this band. The candidate will present material in a way, which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

- 5-9** Answers display basic knowledge and understanding of one research Method. The hallmark of answers in this band will be generalised accounts of research methods with partial and/or confused and/or reference to key concepts. At the bottom of this band, candidates are unlikely to make any accurate reference to the key concepts. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.
- 1-4** Responses in this band will demonstrate a limited awareness of one method of data collection. At the bottom of this band there is likely to be a weak description of a single method. Any knowledge and understanding of the key concepts will be weak and inaccurate. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.
- 0** No relevant points

AO2b Evaluation**(12)**

Evaluative discussion is likely to focus on the following:

- *Strengths and weaknesses of the method*
- *Evaluation in terms of the basic research concepts*
- *Triangulation*
- *Ethical issues*

- 10-12** Answers will evaluate a variety of the features of their chosen method of data collection. Responses at the top of this band will develop a sustained assessment of the method in relation to the specific task. At the bottom of this band, responses may express a judgment on the effectiveness of their chosen methods of data collection in relation to the key research concepts but may lack sustained contextualisation. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.
- 7-9** Answers identify and develop some evaluation in relation to the key concepts. At the top of this band candidates may either display a sound ability to evaluate the method using key concepts in a sustained way, but do not contextualise their response; or evaluation is contextualized well but not sustained throughout. At the bottom of this band there may be a tendency towards generalized commentary.

- 4-6** Answers offer a basic evaluation on a narrow range of predominantly practical issues related to general issues of data collection. Commentary will probably not be related to the research concepts. Typically this may be a short list of strengths and weaknesses left undeveloped and disconnected from the specific research task or evaluation may be focused purely on the strengths of the method.
- 1-3** Answers offer one or two comments, which relate to the chosen method of data collection. At this level the commentary will be limited and probably related to general issues of collecting data.
- 0** No relevant points.

TOTAL [60 MARKS]



RECOGNISING ACHIEVEMENT

Mark Scheme 2536
January 2005

1. Outline and assess the view that crime and deviance are socially constructed. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Becker; Lemert; Cicourel; Goffman; Matza; Jones; Plummer; Ackers; Cohen; Young; Gouldner; Hall; Chambliss.

AO1 Knowledge and understanding (28 marks)

[22-28] Demonstrates a wide-ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that crime and deviance are socially constructed. There will be a clear understanding of theories such as Marxism, Feminism, and interactionism. Issues will be discussed such as the role of the media, policing, official statistics, the significance of deviancy amplification etc.

Expect to see responses in this band using concepts such as folk devils, moral panics, societal reaction, deviancy amplification, labelling with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories relevant to the view that crime and deviance are socially constructed.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that crime and deviance are socially constructed. Responses in this band are likely to provide a rather basic account of the social construction of crime and deviance through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that crime and deviance are socially constructed. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment Objective 2(a)
Interpretation and Analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of the view that crime and deviance are socially constructed. This may focus on a number of theories and issues, for example the impact of labelling, the nature of folk devils and moral panics, the role of policing.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of interactionist explanations of crime and deviance. Responses in this band will either be narrowly focused on one issue e.g. labelling or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of the view that crime and deviance are socially constructed. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to and makes a limited interpretation of at least one appropriate point relevant to the view that crime and deviance are socially constructed. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment Objective 2(b)
Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the limitations of labelling theory/feminism/Marxism, the problematic nature of concepts such as folk devils, whether moral panics still occur, the validity and/or reliability of the official statistics, etc

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the view that crime and deviance are socially constructed by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

2. Outline and assess sociological approaches to the solution of crime. (60 marks)

Expect to see a range of writers referred to particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Lea and Young; Wilson; Hirschi; Taylor; Gordon; Walton and Young; Matthews; Kinsey; Jones; Hughes; Currie.

Assessment Objective 1

Knowledge and understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of theories, evidence and/or theories related to sociological approaches to the solution of crime. There will be a clear understanding of theories such as Marxism, feminism, right realism, left realism, interactionism. Issues will be discussed such as the nature of policing, the significance of community, power and inequality within society, the importance of sub-cultures etc.

Expect to see responses in this band using concepts such as zero tolerance, relative deprivation, marginalisation, target hardening, social controls, surveillance etc. with confidence.

In this band candidates will present a balanced, logical and coherent answer, which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological approaches to the solution of crime.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to sociological approaches to the solution of crime. Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the view that related to sociological approaches to the solution of crime. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion on explanations for crime. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment Objective 2(a)
Interpretation and analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of sociological approaches to the solution of crime. This may focus on ideological differences between approaches e.g. left and right realism, the impact of victimisation studies, and the nature of policing, policy related to the criminal justice system.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological approaches to crime. Responses in this band will either be narrowly focused on one issue e.g. policing or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of sociological approaches to the solution of crime. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to sociological approaches to the solution of crime. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment Objective 2(b)
Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the weaknesses of theories such as left realism/right realism, the over concentration on street crime, the vague nature of concepts such as marginalisation etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about sociological approaches to the solution of crime by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

3. Outline and assess interactionist explanations of differential educational achievement. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Becker; Cicourel & Kitsuse; Keddie, Ball; Rist; Hargreaves; Rosenthal & Jacobsen; Woods; Furlong; Sharpe and Green; Brown; Stanworth; Spender; Willis; Corrigan.

**Assessment Objective 1
Knowledge and Understanding (28 marks)**

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theory related to interactionist explanations of differential educational achievement. There will be a clear understanding of interactionist theory, particularly in relation to labelling approaches. Issues will be discussed such as the nature of classroom interaction, the labelling of pupils in terms of social class, ethnicity, gender, the significance of peer groups etc.

Expect to see responses in this band using concepts such as typing, anti-school culture, self-fulfilling prophecy, setting, banding, streaming, and hidden curriculum with confidence.

In this band candidates will present a balanced, logical and coherent answer, which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of a concepts, evidence and/or theories related to interactionist explanations of differential educational achievement.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories related to interactionist explanations of differential educational achievement Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories related to the view that related to interactionist explanations of differential educational achievement. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. a general discussion about education. Errors or grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment Objective 2(a)
Interpretation and analysis****(16 marks)****[13-16]**

Selects and organises relevant material to provide a clear analysis of interactionist explanations of differential educational achievement. This may focus on a number of issues such as the nature and impact of labelling, studies of classroom interaction, reaction to labelling.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of interactionist explanations of differential educational achievement. Responses in this band will either be narrowly focussed on one issue e.g. typing and social class or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of interactionist explanations of differential educational achievement. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to interactionist explanations of differential educational achievement. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment Objective 2(b)
Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the deterministic nature of interactionist explanations, the lack of empirical support for concepts such as the self-fulfilling prophecy, the importance of other factors in explaining differential educational achievement e.g. material/cultural explanations etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about explanations of social class differences in educational achievement or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Selects some relevant material to provide a basic analysis on interactionist explanations of differential educational achievement. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to and makes a limited interpretation of at least one appropriate point relevant to interactionist explanations of differential educational achievement. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant evaluative points.

4. **Outline and assess the relationship between the participation in education of different social groups and government education policy since 1944. (60 marks)**

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Chubb and Moe; Brown and Lauder; Ball; Power; Edwards and Whitty; Finn; Clarke and Willis; Cohen; Sharpe; Mitsos and Browne; Smith and Noble; Usher; Bryant and Johnston; Gilchrist; Philips and Ross; Brynner and Joshi; Smithers; Payne; Forsythe and Furlong; Connor and Dewson.

Assessment Objective 1

Knowledge and understanding (28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of theories, evidence and concepts related to the view that the relationship between participation in education of different social groups and government educational policy since 1944.

There will be a clear understanding of theories such as Marxism, Feminism and new right approaches. Issues will be discussed such as the nature and purpose of post 1944 policy changes, the impact of policy on participation related to social class, participation rates in further and higher education, the changing nature of the curriculum, participation related to gender, age, disability etc.

Expect to see responses in this band using concepts such as league tables, opting out, selection, parental choice, national curriculum Lifelong Learning, social exclusion and new vocationalism tripartite system with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide range or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the relationship between participation in education of different social groups and government educational policy since 1944.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the relationship between participation in education of different social groups and government educational policy since 1944.

Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the relationship between participation in education of different social groups and government educational policy since 1944.

Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. a general discussion about education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment Objective 2(a)
Interpretation and Analysis**

(16 marks)

[13-16] Selects and organises relevant material to provide a clear analysis of the relationship between participation in education of different social groups and government educational policy since 1944. This may focus on a number of issues such as the nature of government policy, the extent of social class differences in participation, the impact of parental choice, the significance of the national curriculum, the importance of new vocationalism etc.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the relationship between participation in education of different social groups and government educational policy since 1944. Responses in this band will either be narrowly focused on one issue e.g. curriculum changes or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of the relationship between participation in education of different social groups and government educational policy since 1944. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of, at least one appropriate point relevant to the relationship between participation in education of different social groups and government educational policy since 1944. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment Objective 2(b)
Evaluation**

(16 marks)

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the extent to which government policy has impacted on differences in participation in education, the importance of other factors e.g. material/cultural, the extent to which policy changes have achieved their intended goals, the ideological basis of policy shifts etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the government policies since 1944 and participation in education by advancing a clear one-sided argument and developing some aspects of evaluation more

thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

5. Outline and assess the view that health and illness cannot be accurately measured. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be references to theories and/or theories such as McKeown; Acheson; Townsend; Annadale; Oakley; Hart; W.H.O; Moore; Szasz; Rosenham; Goffman Illich; Osherson and Singham; Pelletier; Senior; Illsey; Blaxter; L'Esperance; Scambler; Pearson.

Assessment Objective 1.

Knowledge and understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relevant to the view that explanations of health as health and illness cannot be accurately measured. There will be a clear understanding of theories/explanations of health and illness such as Marxism, feminism, social selection, social constructionist, cultural behavioural, artefact approach.

Issues will be discussed such as how health and illness are measured, changes in the occupational structure, and the contested nature of definitions of health and illness, the different explanations of health inequalities.

Expect to see responses in this band using concepts such as morbidity, mortality, labelling, social artefact, etc. with confidence.

In this band candidates will present a balanced, logical and coherent answer, which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories related to the view that health and illness cannot be accurately measured.

Accurate references to at least one theory will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that health and illness cannot be accurately measured. Responses in this band are likely to provide a rather basic

account of through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that health and illness cannot be accurately measured. Material will display some limited balance, coherence and will be of marginal relevance e.g. general discussion about health. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment Objective 2(a)
Interpretation and analysis**

(16 marks)

[13-16] Selects and organises relevant material to provide a clear analysis of the view that health and illness cannot be accurately measured. This will focus on a number of issues such as how health and illness are measured, changing expectations and perceptions of health, explanations of health inequalities, patterns or morbidity and mortality etc.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that health and illness cannot be accurately measured. Responses in this band will either be narrowly focused on one issue e.g. changing perceptions of health and illness or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of the view that health and illness cannot be accurately measured. Relevant points will be made by either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to and makes a limited interpretation of at least one appropriate point relevant to the view that health and illness cannot be accurately measured. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment Objective 2(b)
Evaluation**

(16 marks)

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the difficulties of measuring health and illness, inadequacies of explanations of health inequalities, changing perceptions of health or may challenge the view that certain illnesses are difficult to measure.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about the view that health and illness cannot be accurately measured by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

6. Outline and assess sociological explanations of ethnic inequalities in health and illness. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies/theories such as Whitehead; Butler; Donovan; Mason; Bowler; Bhat; MIND; Marmot; Cooper; Nettleton; Pearson.

Assessment Objective 1

Knowledge and Understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories related to sociological explanations of ethnic differences in health and illness. There will be a clear understanding of theories and explanations of ethnic inequalities such as Marxism, Cultural/behavioural, social constructionist, materialist/structuralist. Issues will be discussed such as cultural and material deprivation, the significance of racism, the use of the health service, behavioural habits e.g. diet etc.

Expect to see responses in this band using concepts as morbidity, morality, culture, institutional racism, labelling etc with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide range or detailed knowledge and understanding of concepts, evidence and/or theories relevant to sociological explanations of ethnic inequalities in health and illness.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to sociological explanations of ethnic inequalities in health and illness. Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that related to sociological explanations of ethnic inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. a general discussion about health. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

Assessment Objective 2(a)**Interpretation and analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of sociological explanations of ethnic differences in morbidity and mortality. This may focus on a number of theories such as cultural/behavioural, materialist/structuralist and issues such as racism.

Responses in this band will clearly address the question.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of ethnic inequalities in health and illness.

Responses in this band will either be narrowly focused on one issue e.g. behavioural habits or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of sociological explanations of ethnic inequalities in health and illness. Relevant points will be made but either the connection to theory is vague or application is partially confused.

Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to sociological explanations of ethnic inequalities in health and illness. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

Assessment Objectives 2(b)**Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the inadequacies of different theories, difficulties in measuring morbidity, material/structural factors in so-called behavioural 'choices'.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about sociological explanations of ethnic inequalities in health and illness by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

7. Outline and assess the role of the media in the social construction of identities. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be references to studies and/or theories such as McRobbie; Frith; Althusser; Marcuse; Hall and Jefferson; Hebdige; Connell; Johal; Taylor; Strinati; Meeham, Ferguson; Gillespie; Tuchman; Cumberbatch and Negrine.

Assessment objective 1

Knowledge and Understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories related to the role of the media in the construction of social identities. There will be a clear understanding of the nature of social and personal identity and how this is influenced by the media. There will be accurate references to theories such as Marxism, postmodernism, feminism etc. issues will be discussed such as the changing nature of identity, the significance of advertising, the impact of globalisation etc.

Expect to see responses in this band using such concepts as popular culture, mass culture, style, social identity, personal identity scene with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to the role of the media in the social construction of identities.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories related to the role of the media in the social construction of identities. Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the role of the media in the social construction of identities.

Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion of social class. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

Assessment Objective 2(a)**Interpretation and analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of the role of the media in the social construction of identity. This may focus on Marxist, postmodernist and feminist accounts of personal and social identity. Issues such as the changing nature of identity, the changing role and nature of the media, specific fashions, tastes, styles, may be referred to.

Responses in this band will clearly address the question.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the role of the media in the social construction of identities.

Responses in this band will either be narrowly focused on one issue e.g. the impact of advertising or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of the role of the media in the social construction of identities. Relevant points will be made but either the connection to theory is vague or application is partially confused.

Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to the role of the media in the social construction of identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

Assessment objective 2(b)**Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the definition of identity, whether identity is simply individual choice, whether class, gender, age, disability, and ethnicity are more important than the media in constructing identities, the extent to which the media is significant etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments of the role of the media in the social construction of identities by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

8. Outline and assess Marxist approaches to the construction and consumption of culture. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be references to studies and/or theories such as Althusser; Gramsci; Marcuse; Habermas; Williams; Hall and Jefferson; McRobbie; Hebdige; Cohen; Frith; Strinati; Berger; Goldmann; CCCS.

Assessment Objective 1

Knowledge and Understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of theories, evidence and concepts relevant to Marxist approaches to the construction and consumption of culture. There will be a clear understanding of Marxist theories. Issues will be discussed such as the role and nature of the cultural industries, the changing nature of popular culture, the significance of mass culture, the importance of the mass media etc.

Expect to see responses in this band using concepts such as globalisation, hegemony, ideology, mass culture, popular culture, style, resistance etc with confidence. In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories relevant to Marxist approaches to the construction and consumption of culture.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to Marxist approaches to the construction and consumption of culture. Responses in this band are likely to provide a rather basic account of leisure activities and gender identities through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that related to Marxist approaches to the construction and consumption of culture. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about Marxism. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment Objective 2(a)
Interpretation and Analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of Marxist approaches to the construction and consumption of culture. This may focus on a number of theories and issues e.g. postmodern theories of popular culture, the impact of mass culture, the impact of globalisation, the significance of the mass media, style and resistance etc.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of Marxist approaches to the construction and consumption of culture.. Responses in this band will either be narrowly focussed on one issue e.g. the changing nature of popular culture or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of Marxist approaches to the construction and consumption of culture. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant of Marxist approaches to the construction and consumption of culture. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment objective 2(b)
Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning inadequacies of Marxist theories, the decline of social class as an influence on popular culture, the lack of empirical support for Marxist explanations etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about Marxist approaches to the construction and consumption of culture by advancing a clear one sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

9. Outline and assess New Right approaches to welfare policies and provision. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Murray; Marsland; Joseph; Hutton; Field; Lister; Oppenheim; Holman; Friedman; Hayek; Jordan.

Assessment Objective 1

Knowledge and understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories related to New Right approaches to welfare policies and provision. There will be a clear understanding of New Right approaches. Issues will be discussed such as the changing nature of welfare provision, the notion of the underclass, the significance of the culture of dependency, ideologies of welfare, social, political and economic changes.

Expect to see responses in this band using concepts such as Thatcherism, welfare pluralism, universal and selective provision, individualism, collectivism, underclass with confidence.

In this band candidates will present a balanced, logical and coherent answer, which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories relevant to the New Right approaches to Welfare Policies and Provision.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories related to the New Right approaches to Welfare Policies and Provisions. Responses in this band are likely to provide a rather basic account of social democratic approaches to the welfare state through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory related to the New Right approaches to Welfare Policies and Provisions.. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. the history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

Assessment objective 2(a)**Interpretation and analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of New Right approaches to Welfare Policies and Provisions.. This will focus on a number of issues e.g. the shifts in policy relating to the provision of welfare, the development of an 'underclass', the significance of ideology, political, social and economic changes etc.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of New Right approaches to Welfare Policies and Provisions.. Responses in this band will wither be narrowly focused on one issue e.g. Thatcherism or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of New Right approaches to Welfare Policies and Provisions.. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant of New Right approaches to Welfare Policies and Provisions.. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

Assessment objective 2(b)**Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the inadequacies of New Right theories, the lack of empirical evidence relating to dependency culture, the validity of the concept of 'underclass', the consequences of New Right approaches etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about New Right approaches to Welfare Policies and Provision by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

10. Outline and assess feminist explanations of the role of the welfare state. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources which candidates might utilise.

There may be references to studies and/or theories such as Oakley; Land; Barrett; Hart; Walby; Williams; McIntosh; Coote; Wilson; Bryson.

Assessment objective 1

Knowledge and understanding

(28 marks)

[22-28] Demonstrates a wide-ranging and detailed knowledge and understanding of concepts, evidence and theories related to feminist explanations of the role of the welfare state. There will be a clear understanding of feminist theories and issues will be discussed such as the failure of the welfare state to address issues relevant to women, patterns of welfare sector employment, the function of welfare in discipline and social control, patriarchal ideology, welfare policies relating to social security, child care, community care, etc.

Expect to see responses in this band using concepts such as patriarchy, ideology, role, horizontal and vertical segregation, stereotyping with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to feminist explanations of the role of the welfare state.

Accurate references to feminist explanations will be made and application of data to concepts will be either detailed but narrowly based or wide-ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories related to feminist explanations of the role of the welfare state. Responses in this band are likely to provide a rather basic account of Feminist explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that changes in welfare provision reflect a shift in policy from individual 'rights' to individual 'responsibilities'. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of the welfare state.

Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

**Assessment objective 2(a)
Interpretation and analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of feminist explanations of the role of the welfare state. This may focus on feminist theories and on issues such as the failure to address issues relevant to women, studies of particular policies e.g. community care, welfare sector employment; discipline and social control.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide a basic and appropriate analysis of selected aspects of feminist explanations of the role of the welfare state. Responses in this band will either be narrowly focused on one issue e.g. welfare as social control or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of feminist explanations of the role of the welfare state. Relevant points will be made by either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to feminist explanations of the role of the welfare state. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

**Assessment objectives 2(b)
Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues covering the inadequacies of feminist explanations, the problems with the concept of patriarchy, the greater importance of social class and/or ethnicity in relation to the welfare state, the contradictory nature of welfare policies and provision etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about feminist explanations of the role of the welfare state by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

11. Outline and assess the relationship between direct action and social class. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Hyman; Beynon; Hallsworth; Habermas; Touraine; Marcuse; Scott; Melucci; Beck; Klein; Gorz; Hobsdawn; Jeffries.

Assessment Objective 1

Knowledge and understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the relationship between direct action and social class. There will be a clear understanding of the meaning of direct action e.g. strikes, riots; demonstrations, campaigns etc. there will be a clear understanding of theories such as Marxism, feminism, postmodernism. Issues will be discussed such as the rise of issue-based and identity politics, the alleged decline of class identity and class politics, social exclusion and marginalisation, globalisation, the decline of industrial production etc.

Expect to see responses in this band using concepts such as identity, social exclusion, marginalisation, single-issue based politics, globalisation, uncertainty, risk with confidence.

In this band candidates will present a balanced, logical and coherent answer, which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to the relationship between direct action and social class.

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories related to the relationship between direct action and social class. Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that related to the relationship between direct action and social class. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion of pressure groups. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

Assessment Objective 2(a)
Interpretation and analysis

(16 marks)

[13-16] Selects and organises relevant material to provide a clear analysis of the relationship between direct action and social class. This may focus on a range of issues such as the changing nature of social class, the decline of industrial production, the significance of identity and/or specific case studies of direct action e.g. analysis of riots.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the relationship between direct action and social class.

Responses in this band will either be narrowly focussed on one issue e.g. social class and industrial action or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of the relationship between direct action and social class. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to the relationship between direct action and social class. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

Assessment Objective 2(b)
Evaluation

(16 marks)

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacies of specific theories, the extent of social changes, the continued significance of social class etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about the relationship between direct action and social class by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

12. Outline and assess the view that new social movements have grown as a result of the unequal distribution of power. (60 marks)

Expect to see a range of writers referred to, particularly in the top band. The following list is not meant to be prescriptive or exhaustive but is an indication of possible sources that candidates might utilise.

There may be reference to studies and/or theories such as Klein; Hallsworth; Crook; Kirby; Marcuse; Touraine; Scott; Miliband; Gilroy, Beck.

Assessment Objective 1

Knowledge and understanding

(28 marks)

[22-28] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relating to the view that new social movements have grown as a result of the unequal distribution of power. There will be a clear understanding of the meaning of new social movements. There will be a clear understanding of theories such as Marxism, feminism, postmodernism etc. Issues will be discussed such as the nature of power in society, explanations for the growth of new social movements, the distinction between old social movements and new social movements, the nature of marginalised and less powerful groups in society.

Expect to see responses in this band using concepts such as old social movements, new social movements, marginalisation, power, social exclusion, direct action, identity with confidence.

In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories related to the view that new social movements have grown as a result of the unequal distribution of power

Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail.

Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to new social movements have grown as a result of the unequal distribution of power. Responses in this band are likely to provide a rather basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that new social movements have grown as a result of the unequal distribution of power. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about identity with little reference to NSMs. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological points.

Assessment Objective 2(a)**Interpretation and analysis****(16 marks)**

[13-16] Selects and organises relevant material to provide a clear analysis of the view that new social movements have grown as a result of the unequal distribution of power. This may focus on a number of theories and issues e.g. the distinction between old social movements and new social movements, the nature of less powerful social groups, the membership and/or support for new social movements, the decline of class based politics etc.

Responses in this band will clearly address the question set.

[9-12] Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that new social movements have grown as a result of the unequal distribution of power. Responses in this band will either be narrowly focussed on one issue or offer a less developed analysis of a range of issues.

[5-8] Selects some relevant material to provide a basic analysis of the view that new social movements have grown as a result of the unequal distribution of power. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4] Refers to, and makes a limited interpretation of at least one appropriate point relevant to the view that new social movements have grown as a result of the unequal distribution of power. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0] No relevant sociological points.

Assessment Objective 2(b)**Evaluation****(16 marks)**

[13-16] Demonstrates the ability to develop a balanced and reasoned evaluation of evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of specific theories relating to the new social movements, whether 'power' can be adequately measured, whether new social movements are significant, whether new social movements represent the less powerful in society etc.

[9-12] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about the view that unequal distribution of power in society has contributed to the growth of new social movements by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

ASSESSMENT MATRIX: A2

This assessment matrix underpins the marking schemes for units, 2536, 2537, 2538 and 2539. This ensures consistency of standard between these units and clear progression from AS

Levels of achievement	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3,4 (a), (b) and (c) of the subject criteria*.	
	Knowledge and Understanding (inc Presentation and Communication)	Interpretation and Analysis	Evaluation
4	The candidate will show wide-ranging and detailed knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a balanced, logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data, to relate evidence to theory and apply such skills to data.	The candidate will show the ability to make a balanced evaluation of specific sociological arguments based on the available evidence, methods and explanations.
3	The candidate will display a wide range or detailed knowledge and understanding, or a balance of both, of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will select from and analyse different types of data, and show some ability to relate evidence to theory.	The candidate will show the ability to make a balanced evaluation of some of the points to be derived from the available methods and evidence.
2	The candidate will display a basic range of knowledge and understanding of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which has some elements of balance, coherence and/or logic and which partially addresses the	The candidate will display some ability to interpret different types of data and evidence.	The candidate will show the ability to make a basic balanced evaluation of evidence and argument.

	question. There may be some errors of grammar, punctuation and spelling.		
1	<p>The candidate will display limited knowledge and understanding of at least one aspect of social life and/or one relevant concept, theory or method.</p> <p>The candidate will present material which will display some limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	The candidate will display limited ability to deal with one or more type(s) of data.	The candidate will display a simple understanding of at least one issue involved in evaluation.



RECOGNISING ACHIEVEMENT

Mark Scheme 2537
January 2005

- (a) **Using only Item A, identify two problems for researchers of operationalising concepts** [6]

AO2(a) Interpretation and Analysis [6 marks]

Reward answers which refer to two of the following:

- (i) *Respondents interpret terms differently to that intended by the researchers*
- (ii) *Different age groups may attach different meanings to the concepts*
- (iii) *Respondents of any age may interpret the term differently to each other*

- 4-6** The candidate shows the ability to select and analyse any two problems for researchers of operationalising concepts.

At the top of this level both reasons will be clearly identified and explained in relation to operationalising concepts

At the bottom of this level two reasons will be accurately identified but only partially explained or one reason will be accurately identified and explained and the other will be less clear.

- 1-3** The candidate displays some ability to identify problems of operationalising concepts for researchers.

At the top of this level, the candidate will display some ability to identify and explain one/two problems of operationalising concepts. Responses will either offer one problem with an explanation or two problems and one will be partially explained.

At the bottom of this band answers will be limited.

- 0** No Relevant Sociological Points

N.B. Candidates who introduce reasons from outside the Item should not be rewarded for this material

- (b) **Identify and explain one strength and one weakness of using structured interviews to research participation in physical activities.** [8]

AO1 Knowledge and Understanding [8 marks]

Strengths

- (i) *interviewer able to clarify terms*
- (ii) *interviewer able to pick up on non-verbals*
- (iii) *all respondents asked the same questions in the same order which means comparisons can be made*
- (iv) *good response rate*
- (v) *could be done in a place of convenience to the interviewee*
- (vi) *able to replicate the study/reliability*

(vii) *any other relevant strength*

Weaknesses

(i) *may respond to interviewers as authority figures*

(ii) *interviewer effect*

(iii) *interviewers by tone of voice, dress etc may 'lead' interviewee*

(iv) *socially constructed*

(v) *respondents not able to provide information researcher has not asked about*

(vi) *any other relevant weakness*

7-8 The candidate clearly shows wide ranging and detailed knowledge and understanding of one strength and one weakness of using structured interviews when researching participation in physical activities. One strength and one weakness of structured interviews are clearly explained in relation to participation in physical activities.

There will be few if any errors of grammar, punctuation or spelling.

5-6 The candidate displays knowledge and understanding of one strength and one weakness of using structured interviews. Although either the strength or the weakness may be more clearly explained than the other.

The candidate may present material so that it addresses the context of participation in physical activities.

There may be occasional errors of grammar, punctuation or spelling.

3-4 The candidate displays basic knowledge and understanding of one strength and one weakness of using structured interviews, candidates may refer to the context.

Candidates who present either one strength or one weakness should not be awarded above this level.

1-2 The candidate will display limited knowledge and understanding of one strength and/or one weakness of using structured interviews. The response may not refer to participation in physical activities.

Errors of grammar, punctuation and spelling may be noticeable and distracting.

0 No Relevant Sociological Points

- (c) Summarise what the research findings in ITEM A tell us about participation in sport. [10]

AO2(a) Interpretation and Analysis [10 marks]

Candidates may include the following

- i) gender differences*
- ii) differences between selected sports*
- iii) participation rates including by age group*
- iv) time periods*
- v) constancy over time*
- vi) any other reasonable point*

Points should be supported by relevant statistical data from the ITEM.

- 8-10** The candidate clearly shows the ability to select from and analyse what the research findings in Item A tell us about participation in sport in a detailed and accurate fashion. Candidates should support their points with reference to accurate statistical data.
- 6-7** The candidate will show the ability to select from and analyse a range of the findings identified in ITEM A. Responses will be partially supported by reference to accurate statistics.
- 4-5** The candidate shows basic ability to select and analyse a range of the findings identified in ITEM A. Responses in this level are likely to be list-like. Responses may also be more descriptive rather than analytic. Candidates who consistently make assumptions about the data should be placed in this level.
- 1-3** The candidate shows limited ability to select some of the findings identified in ITEM A. Candidates who use most data inaccurately will be placed in this band
- 0** No Relevant Sociological Points

- (d) Outline and explain the research process that you would adopt in collecting qualitative data to determine what would persuade those over the age of 65 from a range of ethnic groups to use the centre. [14]

Candidates are likely to focus on:

The research process

- *Background research*
- *Aims/hypothesis/research question*
- *Target population/sampling frame/sampling technique/sample size*
- *Theoretical considerations*
- *Pilot study*
- *Access*
- *Operationalisation of concepts*
- *Method/s of collecting qualitative data (unstructured/semi-structured interviews and/or open ended questionnaires)*
- *Ethical concerns*
- *Relevant key research concepts such as validity, reliability, representativeness and/or generalisability*
- *Other methodological concepts such as interviewer bias/ researcher bias.*

The research context

- *Use of the local leisure centre by a range of ethnic groups over 65 years old*

AO1 Knowledge and Understanding (6 marks)

4-6 At the top of this level the candidate will show wide-ranging and detailed knowledge and understanding of the research process necessary to investigate what would persuade those over the age of 65 from a range of ethnic groups to use the centre.

At the top of this level candidates will contextualise their response.

At the bottom of this level the candidate will show a wide range or detailed knowledge and understanding of the research process, this may be undeveloped in parts.

The candidate will present material in a way that directly answers the question.

There will be few if any errors of grammar, punctuation or spelling.

1-3 The candidate will display knowledge and understanding of selected elements of the research process necessary for a research proposal investigating what would persuade those over the age of 65 from a range of ethnic groups to use the centre.

Candidates may use inappropriate methods such as closed questionnaires.

At the top of this level, the candidate will present material in a basic way that at least partly addresses the research context.

At the bottom of this level the response will be limited and the research context may be ignored and the response is likely to focus on only one element of the process such as the method/s to be used.

0 No Relevant Sociological Points

AO2 Evaluation [8 marks]

7-8. The candidate will show the ability to explain and justify their choice of research design.

At the top of this level candidates may make links between theory/ies and the research design. Responses are likely to use key methodological concepts such as validity, representativeness and generalisability accurately.

5-6. The candidate will show some ability to explain their choice of research design and to justify some elements of that process. Candidates are likely to focus on the strengths/advantages of the research method rather than on the wider research process. Key research concepts and/or theory may be addressed in an undeveloped way.

3-4. The candidate will show basic ability to explain some elements of the research process. Some candidates may focus on the method/s only. Responses that address issues of validity, reliability etc in a partial and/or confused way are likely to be in this level.

1-2. The candidate will display limited ability to explain one or two aspects of the research process. Candidates who select inappropriate methods will usually be placed in this band. Validity, reliability, representativeness and/or generalisability will not be addressed or addressed inaccurately.

0 No Relevant Sociological Points

(e) Assess the potential weaknesses of your research proposal, briefly explaining how you intend to overcome them. [22]

AO1 Knowledge and Understanding [14 marks]

11-14 The candidate will show a wide-ranging and detailed knowledge and understanding of the potential weaknesses of the research process outlined in (d).

The means of overcoming these problems will be clearly stated in a way that clearly addresses the research context.

At the top of this level candidates may address theoretical issues in relation to the context and the research process.

At the bottom of this level the range of weaknesses may be less and/or the means of overcoming the weaknesses may be less developed

There will be few if any errors of grammar, punctuation or spelling

- 8-10.** The candidate will display a wide range or detailed knowledge and understanding of the potential weaknesses of the research process. Some appropriate means of overcoming these problems should be suggested though there may be a tendency to identify weaknesses rather than come up with solutions.

At the top of the level candidates address the research context.

At the bottom of the level candidates may focus on the method/s and may not address the research context.

There may be occasional errors of grammar, punctuation or spelling

- 5-7.** The candidate will demonstrate basic knowledge and understanding of the potential weaknesses of the research process. Responses are likely to focus on the method/s rather than the research process. Some basic solutions will be offered. The response is likely to only partially address the research context.

There may be some errors of grammar, punctuation or spelling

- 1-4.** The candidate will display limited knowledge and understanding of at least one potential weakness associated with the method, design or process. There is likely to be minimal reference to the means of overcoming it. The response may not be related to the research context. Errors of grammar, punctuation or spelling may be noticeable and intrusive.

- 0** No Relevant Sociological Points

AO2(b) Evaluation [8 marks]

- 7-8.** The candidate will show the ability to evaluate the research and offer a range of solutions to the weaknesses identified. These will clearly address the research context. Relevant key research concepts will be explicitly and accurately addressed.

- 5-6.** The candidate will show the ability to evaluate some aspects of the chosen process and suggest some sociological solutions to the weakness identified, though these may not be fully explored. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics, if appropriate, will be addressed.

- 3-4.** The candidate will show the ability to make a basic evaluation of their research design. Some candidates may focus on the method/s. Issues such as reliability, validity, representativeness, generalisability and ethics, if appropriate, are likely to be addressed implicitly. Solutions will be basic.

- 1-2.** The candidate will show limited understanding of one evaluative point with regard to the research method and/or the research design. Solutions are likely to be based on common sense.

- 0.** No Relevant Sociological Points



RECOGNISING ACHIEVEMENT

Mark Scheme 2539
January 2005

(a) Using Item A, identify two main differences in the unemployment rates of men and women from different ethnic groups (6 marks)

Award one mark for the identification of a main difference in the rates of unemployment of men and women from different ethnic groups and up to two marks for the use of evidence (%) from item A to support the difference. Each difference is worth a maximum of 3 marks.

The main differences are:

- Men and women from minority ethnic groups have higher rates of unemployment than the white ethnic group
- Men more likely to be unemployed than women, with the exception of the Bangladeshi group. (give % to support this)
- Bangladeshi is the only group where females have higher unemployment rates than males, 24% for females, 20% for males.
- Black Caribbean's have the largest difference between males and females, 14% for male and 9% for female.

AO2 (a): Interpretation and Analysis (6)

4-6 Shows the ability to select and analyse two main differences in the unemployment rates of males and females from different ethnic groups. The differences will be taken from Item A, and there will be the use of evidence to support both differences.

1-3 Shows a some ability to select and analyse differences in the unemployment rates of males and females from different ethnic groups. The differences will be taken from Item A, and there is likely to be some use of evidence to support them.

0 No relevant sociological points.

(b) Using Item B, identify two reasons why Pakistani Muslim women may have limited career choices. (6 marks)

Award one mark for the identification of a reason why Pakistani Muslim women may have limited career choices and up to two marks for the use of evidence from the Item to support the way. Each way is worth a maximum of 3 marks. Candidates who quote from the item directly without using their own words to interpret should be awarded 2 marks for each difference.

The reasons are:

- (a) Within the community their primary role is domestic, paid work should not interfere with this.
- (b) They are subject to considerable control to ensure respectability. This can limit the work they can do, i.e. not in mixed sex offices.
- (c) Access to higher education is restricted for the same reason, therefore limiting career choices.

AO2 (a): Interpretation and Analysis

(6)

- 4-6** Shows the ability to select and analyse two reasons why Pakistani Muslim women may have limited career choices. The two reasons will be taken from Item B, and there will be the use of evidence to support both.
- 1-3** Shows some ability to select and analyse two reasons why Pakistani Muslim women may have limited career choices. The ways will be taken from Item B, and there is likely to be some use of evidence to support the way/s.
- 0** No relevant sociological points.

(c) Identify and explain two difficulties sociologists might experience when using unstructured interviews with Pakistani Muslim women to research their career opportunities. (12 marks)

AO2 (a): Interpretation and Analysis

(12)

Indicative content (other valid points may be offered, if in doubt check with your TL)

- 0 Access to an appropriate and representative sample.
- 1 Whether to cover age and social class as well as working/non-working
- 2 The potential influence of Pakistani Muslim male gatekeepers.
- 3 Ethics and sensitivity
- 4 Influence of the social background of the interviewer
- 5 Difficulty of collating the evidence
- 6 Potential interview bias.

10-12

Selects and organises relevant material to provide a clear account of two difficulties sociologists might experience when using unstructured interviews with Pakistani Muslim women to research their career opportunities. In this band the advantages selected will be clearly relevant to sociological research with Pakistani Muslim women on their career opportunities

7-9

Selects relevant material to provide an analysis of two difficulties sociologists might experience when using unstructured interviews with Pakistani Muslim women to research their career opportunities. In this band the points selected will be generalised and not related directly to research with Pakistani Muslim women on their career opportunities

Responses in this band may be unbalanced or there may be a list of a number of three or four disadvantages left undeveloped.

4-6

Selects some relevant material to provide some analysis of the difficulties sociologists might experience when using unstructured interviews with Pakistani Muslim women to research their career opportunities. Responses in this band may select and analyse one difficulty and relate it to research with Pakistani Muslim women on their career opportunities doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to the difficulties sociologists might experience when using unstructured interviews with Pakistani Muslim women to research their career opportunities. There is likely to be inaccuracy or very brief answers.

0 No relevant sociological points .

(d) Using your wider sociological knowledge, outline the evidence that ethnic minority groups experience racism in the contemporary UK.

(22 marks)

Indicative content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate that that ethnic minority groups experience racism in the contemporary UK. An array of concepts are likely to appear, such as, racialisation, prejudice, moral panics, ideology, representation, criminalisation, social control, deprivation, cultural racism, institutional racism, labelling, exclusion, poverty, relative deprivation, social exclusion, marginalisation, income, wealth, economic/cultural/social capital, work place inequalities. Studies may be used again from across the specification. Theoretical evidence is likely to draw on Weber/ neo-Weberianism; Marxism, racialised class fractions and labelling. Answers should focus on evidence that ethnic minority groups do experience racism, rather than a discussion of why that is. Better answers will clearly differentiate between different groups.

AO1: Knowledge and Understanding**18-22****(22)**

Responses will show a wide-ranging and detailed knowledge and understanding of evidence that ethnic minority groups experience racism in the contemporary UK. Inequality in the contemporary UK. There will be a clear differentiation between some of the different groups. Answers in this band will contain a range sociological concepts, evidence and/or theories covered in detail. The candidate will present material, logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide-ranging or detailed knowledge and understanding of concepts, evidence and/or theories that ethnic minority groups experience racism in the contemporary UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with all ethnic minority groups together or with racism in a broad way with a lack of evidence. The candidate will present material, logical and coherent manner, and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories that ethnic minority groups experience racism in the contemporary UK. Answers in this band are likely to generalised accounts of both racism and ethnic minority groups. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some, errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories. That ethnic minority groups experience racism in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(e) Outline and assess Weberian explanations of racial inequality in the contemporary UK. (44 marks)

Indicative content (other valid points may be offered)

Sociological explanations deriving from Weber and the neo-Weberians tend to stress the importance of race over class, and hence status inequality rather than class inequality. In the top band expect to see accurate theoretical evidence deriving from Weber and to see concepts such as market situation, life chances, relative deprivation and marginalisation. Studies relating to crime and/or healthcare may be referred to. Other concepts relevant include prejudice, discrimination, social closure, dual labour markets, and underclass and racialised class fractions. Some explanations and evidence offered may have been influenced by Weber rather than being clearly Weberian. Expect in good answers to see writers such as Rex and Tomlinson, Barren and Norris, Parkin, Runciman.

AO1: Knowledge and Understanding

(20 marks)

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence relevant to Weberian explanations of racial inequality in the contemporary UK. Answers in this band will contain a range sociological concepts, evidence and theories covered in detail. There will be a clear discussion of Weberian theory in this band, and answers at the top of the band will display a clear grasp of the stress placed on racial issues and status. The candidate will present material, logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories relevant to Weberian explanations of racial inequality in the contemporary UK. Answers in this band will contain at least one accurate theoretical reference, and will either have either depth or breadth to them, dealing with a narrow range of points in some depth, such as market situation s or the underclass, or with a broader range of points without clear evidence. Answers in this band are unlikely to offer detailed understanding of status differences, although the knowledge displayed will be either wide ranging or detailed. The candidate will present material, logical and coherent manner, and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of racial inequality in the contemporary UK. Answers in this band are likely to generalised accounts of racial inequality, which may neglect references to theory. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material, which has some elements of balance, coherence and/or logic, and in a way which partially addresses the question. There will be some, errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relevant to sociological explanations of racial inequality in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

Assessment Objective 2(b): Evaluation**(24 marks)**

NB. We are rewarding evaluation of this sociological view but also evaluative style.

The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

The best answers should offer a sustained and focused evaluation of Weberian explanations of racial inequality. Candidates are likely to contrast Weberian approaches with those of the Marxists and to discuss the debate regarding whether racial or class differences are of primary importance when explaining inequality. Expect to see a discussion of Marxist concepts such as 'reserve army of labour' and racialised class fractions. Good responses may discuss whether it is possible to separate class and racial/status differences at all. Some may also question where racialised class fractions fit into Marxist, Weberian or both theories. Some responses may discuss post-modern developments in explaining racial inequality and discuss the problems of grouping all minority groups together.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on Weberian explanations of racial inequality. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on Weberian explanations of racial inequality. Answers in this band may list evaluative points which mean sustained evaluative is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. At the top of this band there is likely to be an awareness of the Weberian/Marxist debate but this will be undeveloped.

6-11

Responses show a basic evaluation of some of the concepts; theories and/or evidence focussed on sociological explanations of racial inequality. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, e.g. the existence of an underclass, Answers at the bottom of this band will show a more than a simple understanding of evaluative points, e.g. focusing solely on problems of grouping all minorities together.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on sociological explanations of racial inequality. This may be based on common sense or anecdotal assertion.

0

No relevant evaluative points.

MARK SCHEME JANUARY 2005 Q2**(a) Using Item A identify two advantages enjoyed by females in non-manual work.****(6 marks)**

Award one mark for the identification of one advantage enjoyed by females in non-manual work, and up to two marks for the use of evidence (%) from item A to support the advantage. Each advantage is worth a maximum of 3 marks.

The advantages enjoyed by females in non-manual work:

- Their average weekly earnings are higher: £405 compared to £251.
- On average they work fewer hours: 37.1 hours per week compared to 39.7 hours per week.
- Relatively few earned less than £250 per week: 22.1%

AO2 (a): Interpretation and Analysis**(6)****4-6**

Shows the ability to select and analyse two advantages enjoyed by females in non-manual work. The advantages will be taken from Item A, and there will be the use of evidence to support both differences.

1-3

Shows a some ability to select and analyse two advantages enjoyed by females in non-manual work. The advantages will be taken from Item A, and there is likely to be some use of evidence to support them.

0 No relevant sociological points.

(b) Using Item B identify two ways in which the women try to achieve 'respectability'.**(6 marks)**

Award one mark for the identification of a way in which the women try to achieve respectability from item B and up to two marks for the use of evidence from the Item to support the way. Each way is worth a maximum of 3 marks. Candidates who quote from the item directly without using their own words to interpret should be awarded 2 marks for each way.

The ways are:

- Through disassociating themselves with the class system/ label of being working class
- Through buying their own home
- Through the clothes they wear

AO2 (a): Interpretation and Analysis

(6)

4-6

Shows the ability to select and analyse two ways in which the women try to achieve respectability. The two ways will be taken from item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse two ways in which the women try to achieve respectability. The ways will be taken from item B, and there is likely to be some use of evidence to support the way/s.

0 No relevant sociological points.

(c) Briefly explain two advantages of using participant observation to research the work experiences of working class females. (12 marks)

AO2 (a): Interpretation and Analysis

Indicative content (other valid points may be offered, if in doubt check with your TL)

- It can provide a detailed picture of the experiences of a small group of working class women.
- Producing rich valid data, important when focusing on experiences of a social group.
- Time consuming and allow rapport and trust to develop between the researcher and the respondents. Data gathered is less likely to be a snap-shot and should have increased validity.

- The researcher can immerse themselves with the group being studied, important for working class women who may distrust interference. Increased ecological validity
- PO should allow the 'wholeness' of the women's experience to be investigated, allowing gender and class issues to be examined more closely.

10-12

Selects and organises relevant material to provide a clear account of two advantages of undertaking participant observation to research the work experiences of working class females. In this band the advantages selected will be clearly relevant to sociological research on the work experiences of working class women

7-9

Selects relevant material to provide an analysis of two advantages of undertaking participant observation to research the work experiences of working class females. In this band the points selected will be generalised and not related directly to research on the work experiences of working class women. Responses in this band may be unbalanced or there may be a list of a number of three or four advantages left undeveloped.

4-6

Selects some relevant material to provide some analysis of the advantages of undertaking participant observation to research the work experiences of working class females. Responses in this band may select and analyse one advantage and relate it to working class females doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to the advantages of undertaking participant observation to research the work experiences of working class females. There is likely to be inaccuracy or very brief answers.

0 No relevant sociological points

(d) Using your wider sociological knowledge outline evidence of inequalities faced by women in the contemporary UK.

(22 marks)

Indicative content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate inequalities faced by women in the contemporary UK. An array of concepts are likely to

appear, such as dual labour markets, reserve army of labour, casualisation, sexism, discrimination, prejudice, patriarchy, glass ceiling, market situations, life chances, flexible workers, income, domestic labour. Studies may be used from across the specification relating to education, health, media or family. Theoretical evidence is likely to draw on the Feminisms. Answers may focus on inequalities being related to class and ethnicity too.

AO1: Knowledge and Understanding**(22)****18-22**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the inequalities faced by women in the contemporary UK. Answers in this band will contain a range sociological concepts, evidence and/or theories covered in detail. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to inequalities faced by women in the contemporary UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with a small range of inequalities in depth or with them in a broad way with a lack of evidence. The candidate will present material, in a logical and coherent manner, and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to inequalities faced by women in the contemporary UK. .Answers in this band are likely to generalised accounts of inequality. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some, errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories related to inequalities faced by women in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(e) Outline and assess sociological explanations of workplace inequalities.**(44 marks)**

Theoretical evidence is likely to draw on Marxism, Functionalism, Weberianism, and Feminism. In particular candidates are likely to focus on Marxist explanations and use concepts such as deskilling, alienation, knowledge society, reserve army, proletarianisation, racialised class fractions and economic determinism. Weberian concepts such as status, dual labour markets, market situation may appear. Functionalist ideas such as the meritocracy and role allocation may appear. An array of concepts related to workplace inequalities are likely to appear, such as, income, manual/non-manual work, role allocation, flexible workers, casualisation, job satisfaction, promotion, job security and autonomy. Empirical evidence may come from item A or similar statistical data. Studies may be used such as Braverman, Beechey and Barron and Norris.

Candidates may deal exclusively with class, or gender or ethnicity and still be awarded full marks.

Indicative content (other valid points may be offered)

AO1: Knowledge and Understanding**(20)****16-20**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the sociological explanations of workplace inequalities. Answers in this band will contain a range sociological concepts, evidence and theories covered in detail. There will be a clear discussion of relevant theory in this band. The candidate will present material, logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of workplace inequalities. Answers in this band will contain at least one accurate theoretical reference, and will either have either depth or breadth to them, dealing with a narrow range of points in some depth, such as Marxist explanations, or with a broader range of points without clear evidence. At the bottom of this band there may be very generalised accounts of theoretical approaches. The candidate will present material, logical and coherent manner, and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of workplace inequalities. Answers in this band are likely to generalised accounts of work place inequalities which may neglect references to theory. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. At the top of the band there will be some evidence offered to support the view in the question The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some, errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to sociological explanations of workplace inequalities. There may be vague discussions of work place inequalities without supporting evidence and without theoretical reference Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

NB. We are rewarding evaluation of this sociological view but also evaluative style.

The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

Expect to see evaluation of specific theories and concepts. Expect to see a discussion relating to the range of workplace inequalities and the indifferent approaches sociologists take to explaining it. Candidates may focus on economic and status explanations. Answers may focus on the inequalities faced being related to gender, ethnicity, class or age and the relationship of these variables to each other.

Assessment Objective 2(b): Evaluation

(24 marks)

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on sociological explanations of workplace inequalities. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of workplace inequalities. Answers in this band may list evaluative points which mean sustained evaluative is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of workplace inequalities. Answers in this band may be characterised by juxtaposition, i.e. the views of the Marxists juxtaposed. Other responses may raise critical points but leave them unexplained. Answers at the bottom of this band will show a more than a simple understanding of evaluative points.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on sociological explanations of workplace inequalities. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
January 2005

Chief Examiners Report

Performance at both AS and A2 level showed some improvement from the previous January session, with a noticeable increase in entry in some units. This is partly explained by the increasing numbers of re-sits but also on 2532 the number of first year candidates entering has increased. This report contains detailed reports on the workings of every question and you are urged to read the sections relevant to your centre/s. I have picked out some of the main points raised in each paper in the bullets below.

- The PE report for 2532 develops the issue of candidates responding directly to the wording of the question. This is particularly relevant when the topic is gender, as a number of candidates do not respond to the concepts in the question, such as 'roles' in 2(c) or identity in 2(d).
- In 2533 most candidates were re-sits, with fewer anecdotal responses than seen in the June session.
- In 2534 the stronger candidates are able to respond to the research context given, with weaker responses ignoring the context altogether.
- In 2535 the reports were of a high standard. Centres are asked to read the feedback they receive in the Moderators report which should arrive in centres with this report.
- At A2 Level in 2536 there was less evidence of candidates being unprepared for this paper than in previous January sessions. Candidates seem to be responding to the skills of I&A and Evaluation with greater accuracy and some of the strongest answers usually contained fewer studies but worked with them much more in terms of answering the question asked.
- In 2537 there was a noticeable improvement in candidate performance. It is worth noting the problems of adopting a mnemonic approach to answering (d) of this question, a point mentioned in previous examiner reports. It may be the case that the mnemonic is better suited to the 2534 paper.
- In 2539 a small entry means generalisations are difficult to make. This paper saw a question directly on workplace inequalities, which posed few difficulties for candidates other than having too much material to draw on; this point is developed further in the PE report.

All of these points and many more are now developed in the PE Reports for each unit.

The Individual and society 2532

General Comments

In terms of the two question options, the majority of candidates answered question one. Those who answered question two tended to be weaker on the whole, although there were some good responses. Many candidates were well prepared, with at least some knowledge of concepts and/or studies and/or theory, and some analytical and evaluative skills. There was an improvement in responses to part (c) in particular, with application of concepts and/or studies, although question one was stronger. There was some very good evaluation for parts (c) and (d). Most candidates used their time effectively. However, a minority of candidates spent too long on (a) and (b). Less candidates attempted both questions, although this does still happen.

Comments on Individual Questions

Question One

- 1 (a) The vast majority of candidates were able to *identify* two findings from the item. Many explained these well too. However, some candidates made no real attempt to explain the findings at all. This question is assessing the candidate's ability to interpret and analyse, therefore in the case of weight and body image, for example, candidates need to briefly explain why fifteen year old girls may be feeling more pressure to do with that than young girls experienced in 1987. Some candidates did not pick up on the point that the survey was of young people, and wrote about females struggling to juggle housework, childcare and jobs. Some candidates identified more than two findings and partially explained all of them. Weaker candidates simply copied all the points in the item.
- 1 (b) This question was well answered. Many candidates referred to changing work patterns, changing family patterns and the mass media. There was also good use of sociologists. Connell, Mac an Ghail, and Nixon featured in particular.

- 1 (c) This was answered quite well on the whole, but responses tended to be better on gender socialisation than the creation of gender roles. There were some that did both very well. There was some good conceptual and empirical knowledge here. Most candidates could identify and outline two agents of socialisation. However, a small minority referred to 'primary' and 'secondary' as agents rather than types. Some candidates linked these agents to the creation of *gender roles* clearly and explicitly. However, some made little or no reference to gender roles, even though they had good knowledge in some cases, of agents of socialisation. The vast majority of responses examined both females and males. The family was used well by many candidates. Many provided conceptual responses and Oakley featured widely. Better candidates linked the processes of manipulation and canalisation, verbal appellation and differentiated activities to gender roles. However, weaker responses listed them in a descriptive way without showing understanding of how gender roles were created. Education and mass media were also used well. Sharpe, Wilkinson, and Statham featured in relation to education and McRobbie's work on the media was popular. Good responses were well balanced, but some responses were uneven. There was some excellent clear and explicit evaluation, with reference to resistance, commentary on primary/secondary socialisation, and the role of biology. Weaker candidates said things like 'it does it well' or 'this is a strong agent of socialisation, without saying why, but it was still more explicit than in previous years.
- (d) A minority of candidates focussed on identity really well, discussing the fluid nature of identities and the processes through which they are constructed. Their responses also tended to have sustained evaluation. Many candidates wrote generally about issues to do with identity (socialisation, inequality in the workplace, gender roles in the home), but without linking their discussion to *identity*. Some wrote well-rehearsed answers to slightly different questions, but did not have sufficient understanding to apply material to the given question. Good answers used a range of influences on identity and weighed up these influences on identity in relation to the part played by gender. Weaker responses were descriptive, with little or no engagement in the debate surrounding the relationship between individuals and identities.

Question two

- 2 (a) The majority of candidates answered this well. Weak candidates only identified two points with no explanation. Marriage and distrust of technology were the most popular.
- 2 (b) This was quite well answered. However, some candidates completely equated socialisation with social control. Weaker candidates just gave examples, such as by referring to individual examples of school rules or religious rules.
- 2 (c) A minority of candidates answered this well, showing a range of knowledge and understanding with explicit reference to norms, values, and the *processes* through which they can be passed on through generations, particularly in relation to the family and religion. These candidates tended to explicitly evaluate, referring to class/ethnic variations, resistance, and the effect of changes over time. Many candidates were confident with material on the process

of socialisation. However, there was some tendency to describe socialisation rather than say refer specifically to norms and values and *how* these were transmitted. The vast majority of candidates referred to the family, and some of these used gender. Education, religion and less successfully, the mass media were also referred to. A significant number of candidates did not explicitly address how norms and values were passed 'from one generation to the next'. On the whole, evaluation was more explicit than in the past.

- 2 (d) Some candidates answered this well, displaying a range of knowledge and understanding, an engagement with evidence and sustained evaluation. Some of these adopted a strongly theoretical approach, contrasting functionalism and value consensus with marxism. However, other candidates were less successful in their theoretical analysis. There was also some effective application of conceptual and/or empirical data, for example, on ethnicity, with evidence, for example, from Modood, Anwar and Butler. Indeed, many referred to a multi-cultural society. However some candidates displayed only a partial understanding of the implications of this regarding whether or not it meant that norms and values were shared. Some weaker responses were vague and descriptive. A minority were unclear about what shared norms and values are. Some weaker candidates confused values with the universality of the law and its obligations.

2533/01: Culture and Socialisation

General Comments

The overall standard of responses for this session was good with evidence that many candidates were well prepared in terms of knowledge and understanding of relevant studies, sociological concepts, statistical evidence and theory. The Family continues to be the most popular option, followed by Mass Media, Youth and Culture and Religion. An overwhelming majority of candidates chose to answer both Family questions with a very small number opting for Religion. There were few rubric errors, the most common being that candidates answered only one question with even fewer answering 4 questions. Where only one question was answered, candidates would typically produce very long detailed responses. Generally candidates used their time appropriately, producing approximately three quarters of a side of A4 for part (a) and two sides for part (b). Some ran out of time on the second part (b) question.

Most candidates were able to gain a reasonable number of marks for evaluation in part (b) but this skill continues to be a testing area for candidates. A sustained evaluative approach throughout the answer should be aimed for, with candidates adopting an evaluative tone from their introductory paragraph onwards. Some candidates produced responses that only gained marks for evaluation in the concluding sentences.

Teachers' Tip – A sustained evaluative approach can be demonstrated by candidates writing an evaluative introduction, making some pertinent evaluative points about studies, theories and ideas, and summarising the different views in relation to the question. The candidate should aim to evaluate specific sociological arguments based on the available evidence, methods and explanations.

Some candidates produced responses that demonstrated a well-developed skill in interpretation and analysis in part (b). To do this, candidates should include evidence that contains a high level of detail, depth and/or breadth. Candidates who did not achieve the higher mark bands for interpretation and analysis tended to produce responses using anecdotal evidence or simply listed evidence without appropriately applying it to the question.

Teachers' Tip - To achieve the highest marks in the skill of interpretation and analysis candidates need to select and analyse different types of data including studies, theory, sociological concepts and/or statistical evidence on various sides of the argument. Candidates should aim to identify the most relevant data and then apply it to the question, highlighting patterns and trends where appropriate.

Overall, candidates fulfilled the requirements in terms of quality of written communication, producing work written in continuous prose and with clarity of expression.

Comments on Individual Questions

OPTION 1 THE FAMILY

- 1) (a) This question produced a range of responses, with a majority describing the reconstituted family and using anecdotal explanations about re-marriage and the problems of integrating step-brothers and sisters. Clear and explicit identification of two features was not always evident with some candidates offering a generalised description of the re-constituted family. The better answers were able to identify two clear features and explain using conceptual evidence concerning 'serial monogamy' or statistical data on divorce rates. Some candidates mistook the extended family for the re-constituted family and became confused in their answer.
- (b) This question produced some very good responses. The better answers referred to a range of elements of the dark side to family life including domestic violence, exploitation and emotional and psychological abuse, drawing on studies, theory, concepts and statistical data. Such responses were able to provide a sustained evaluation with reference to Functionalist and New Right theory and evidence of measures to address the problems identified. Evidence for the view in the question was taken from studies like Dobash and Dobash and theory drawing on Marxism, Feminism and Radical Psychiatry. Weaker responses focussed on limited aspects of domestic violence only, with little evidence of evaluation.
- 2 (a) This question produced responses from across the ability range. Most candidates were able to identify relevant information about the nuclear family, and many referred to functions different members performed. Better responses contextualised their response using New Right or Functionalist theory. In weaker answers the nuclear family was briefly described and very little in the way of explanation was offered. Some candidates neglected the traditional nuclear family in favour of a more modern version and were unable to provide relevant characteristics.
- (b) Overall, candidates answering this question showed a good knowledge and understanding of family diversity with some able to contextualize with reference to wider social and demographic changes. A significant number of candidates simply offered lists of different family forms with little interpretation and analysis of data and only minimal evaluation with perhaps one brief statement at the end supporting the view in the question. The better responses were able to discuss diversity in terms of a variety of differences ranging from regional to cultural, drawing mainly on studies, concepts and/or statistical data, with a few referring to post-modern theory. These candidates analysed diversity in terms of relevant patterns and trends and evaluated the view in the question with reference to counter views from New Right and Functionalist evidence.

OPTION 2 MASS MEDIA

- 3 (a) Most candidates answering this question were able to identify two trends and some explicitly referred to relevant concepts like diversification or cross-media ownership. Explanations tended to be under-developed and many cited factors concerning Rupert Murdoch with varying degrees of accuracy. In some cases one explanation was offered for both trends and some candidates were unclear about the distinctions between the two trends. The better responses identified two trends with distinct explanations for each one using mainly statistical data and empirical evidence.
- (b) This was the more popular of the Media questions and candidates produced a variety of responses ranging from the anecdotal to those that drew on content and/or effects theories. Some also included empirical and conceptual evidence concerning regulation of the media. Weaker responses tended to be generalised observations about the power of owners with fleeting reference to other influences on output and no supporting sociological evidence. Responses to this question were generally well structured with some attempt to evaluate, often by juxtaposing competing views. Candidates were most commonly able to reach the top mark band by offering informed responses about the relative extent of control exercised by owners, editors/journalists and audience using Traditional and Hegemonic Marxist theory and Pluralist accounts of media control.
- 4 (a) This question produced responses from across the ability range. It was a question that many candidates could engage with but too many presented anecdotal explanations about the impact of violence, using little sociological evidence. Better answers identified an impact drawing on concepts like catharsis and de-sensitisation and included relevant studies. Others identified copycat violence only and described Bandura et al and/or the Bulger case but with little sociological knowledge and understanding demonstrated in explanation and often lacking in accuracy or detail.
- (b) A few candidates tackling this question did it very well and based their answers around explanations and evidence showing that the media has negative effects and therefore needs tighter controls. A range of models was discussed and in some cases there was reference to Feminist contributions about the effect of media representations of women. Most candidates, however, produced generalised and unsubstantiated discussion of a limited number of issues. These responses tended to be assertive and lacking in sociological evidence. There was little recognition of ways in which the state does or could regulate media content.

OPTION 3 RELIGION

- 5 (a) There were very few candidates who chose to answer this question. Those who did produced a range of responses. Almost all identified two types of New Religious Movements and the better answers offered explanations that included relevant examples. Some candidates were confused about the distinctions between world-accommodating and world-affirming NRMs and included inaccurate descriptions and examples.
- (b) This question was answered in a variety of ways with a number of candidates producing a response based exclusively on the secularisation debate with little reference to the growth of NRMs, offering a rehearsed answer that did not apply evidence to the question. The best responses were well informed and showed knowledge of NRMs and their place within the secularisation debate. These candidates tended to evaluate with reference to the issue of NRMs as 'the last outpost' and post-modern arguments about 'spiritual shopping'.
- 6 (a) This question was generally well answered with most candidates contextualising a response within the Functionalist approach and citing social integration and support with life-changing events. Better responses included conceptual and theoretical knowledge and understanding and some referred to relevant contemporary examples. Weaker responses were more implicit in identifying two functions and adopted a more anecdotal tone overall.
- (b) Most candidates were able to describe the Marxist view of religion with some offering a thorough and well-informed account using concepts and theory to good effect. Others produced a brief and limited description of a very few features and with very little development. Very few candidates referred to contemporary examples either in support of or against the view. Those candidates who attempted explicit evaluation tended to adopt a juxtaposing approach, referring to Functionalism and Weber and they struggled to produce a sustained evaluation of the view.

OPTION 4 YOUTH AND CULTURE

- 7 (a) Candidates who tackled this question tended to do it well or very badly. A very small number responded to the term 'trends' in the question and typically referred to increased involvement in female gangs and more aggressive behaviour. Those who identified trends also included relevant explanations centring around changes in gender identity and the role of feminism. Most responses did not identify trends and simply referred to distinctions between male and female patterns of delinquency.
- (b) This question produced a large number of common sense, anecdotal responses. While some candidates referred to the more traditional sociological material about status frustration and deprivation, most answers rested on a limited and generalised discussion of working class life, sometimes without focus on crime and lacking research or substantive examples. In evaluation, some candidates pointed to other factors that lead working class youth to commit crime but most struggled to produce counter-arguments and offered an uncritical response.
- 8 (a) This question produced a range of responses with some candidates showing knowledge of Marxist subcultural concepts and theory, and using relevant examples in illustration. Some candidates used Functionalist theory to good effect and produced informed explanations about support in the transition to

adulthood. Weaker responses were anecdotal in tone and identified factors like the need to make friends or find individual identity. These answers lacked sociological evidence and often did not include any significant elaboration of the reasons identified.

- (b) This question produced a range of responses and a few candidates showed knowledge and understanding of post-modern theory, citing relevant empirical evidence for the view in the question. Such responses were able to refer to a range of other factors that influence youth culture including ethnicity, gender and the role of the media. Evaluation tended to rest on the more traditional material from Marxist theorists. A significant number of responses were weaker and offered a more generalised and brief anecdotal account of the insignificance of class in modern society. These responses tended not to make reference to research or substantive examples.

2534 Sociological Research Skills

General Comments

Candidates continue to be well prepared for this examination and are familiar with the requirements of each question part. Nearly all candidates attempted every question and responses generally indicated that time was appropriately allocated. A significant minority of candidates, however, did not allocate enough time for answering part (d) questions; usually a consequence of spending too much time on earlier question parts. It is important for centres to remind students that it is recommended that half of their time is spent on question (d) and this is reflected in the distribution of marks. Many candidates were able to acknowledge the given contexts / research design given in Item B and in question (d), although a large number of responses merely paid lip-service to the context, rather than fully engaging with it.

Where candidates performed well, they had clearly been prepared for the nature of the questions and focused on the demands of each part from the outset. Good candidates are able to respond to the given research design / context and understand the need to include reference to the key methodological concepts. In particular, high level responses were able to reach the higher levels in part (c) questions, where they were clearly focused on the explicit strength / weaknesses in terms of both the key research concepts and how the strength / weakness related to the given research aim, and in part (d) questions as they successfully applied their chosen method to the research context given, rather than just mechanically outlining and assessing its usefulness. It was noticed that candidates are becoming much more accurate in their use of key research concepts and there is evidence that more Centres are preparing students to answer the questions in a formulaic way, in order to target the assessment objectives.

A substantial minority of candidates were not competent or confident in their use of the key concepts as related to the strength and weaknesses of a research design and the weaker candidates tended to offer a basic description of a research method for part (d) with no consideration of the given context or key research concepts. There remains a stark difference between those candidates who have a strong technical understanding of the key research concepts and of their relevance to the research design and the weaker candidates who either throw all the concepts in together, or leave them out completely.

Comments on Individual Questions

- (a) This was a well answered question and the vast majority of candidates demonstrated knowledge and understanding of the term 'reliability' as one of the key research concepts. The best responses showed a core understanding of the term by offering a clear definition and then displayed a range of further knowledge by referencing related material, such as examples of methods which tend to generate reliable data and the link with Positivism. There is a significant increase in the number of centres who are responding to INSET advice, and to the mark scheme, and are training candidates to offer a 'wide ranging' answer. To attain 4 marks (offer a 'core meaning'), responses

needed to state both replicability and attaining the same/similar results. The vast majority of candidates were able to do this, but only a minority cemented the full six marks by offering explanation and clarification. A small minority of candidates spent too long on this question and, therefore, penalised themselves in later sections. Candidates still need to be reminded that this is only a 6-marks question. Weaker candidates failed to capture the core meaning of the term and some continue to confuse 'reliability' with 'validity'. A number of responses were tautological; for example, "Reliability means research which is reliable". Such responses could not be rewarded. A small minority of candidates failed to gain any marks on this question because they were not familiar with the concept and where this happened, there was evidence of a Centre effect, where all of the candidates in a centre gave incorrect responses.

- (b) The majority of candidates were able to successfully and succinctly interpret the data and identify two main changes. The majority were able to correctly analyse the data in terms of the increase / decrease in *statistical* terms, to gain a total of six marks. Very few candidates, however, achieved the top two marks on this question as they failed to accurately note the scale of change. Some centres had clearly prepared candidates for this question, but they failed to attain the 'scale of change' marks, as they cited 'percentage *points*' increases as just percentage increases. The high achieving responses on this question interpreted the scale of change in terms of proportion; for example "This had more or less halved". A significant minority of candidates did not correctly select the **main** changes and could not, therefore, be rewarded marks at all. Very few candidates went beyond the expectations of the question by explaining the changes, which is a noticeable change from previous sessions.
- (c) Most candidates were able to identify one accurate strength / weakness of the research design and offer an explanation for each. A small minority identified a relevant strength /weakness but failed to explain it and a handful of candidates cited inaccurate strengths / weaknesses (for example, confusing structured questionnaires with structured interviews).

AO1

The majority of candidates were able to reference at least one appropriate key concept, but often did not fully explain their answer in terms of *how* one feature of the research design could be regarded as a weakness or a strength. For example, many candidates said that choosing one town was not representative, but they failed to explain why it was unrepresentative. Those candidates who identified concepts as strengths/weaknesses were more likely to offer full explanations and this continues to be an advisable tactic. Candidates who stated one strength and one weakness and followed this by offering several reasons for why it is a strength / weaknesses tended to score highly. Some candidates who offered 'triangulation' as a strength did not offer an explanation as to why it was a strength, but simply described triangulation. A significant minority of candidates were not familiar with some of the methods stated; for example, some responses confused structured questionnaires for structured interviews. A further characteristic of weaker responses was for candidates to state that a particular method was invalid, unreliable and unrepresentative all at once, assuming that the very mention of these terms would ensure credit being given. Many candidates are confused about the key

concepts of 'reliability' and 'validity' and this needs to be reinforced. Candidates are rewarded for use of key research concepts, but only where these are used accurately.

AO2

These marks tended to be much lower. Too many candidates offered a good, but mechanistic, explanation of the strength / weakness of, for example, group interviews or structured questionnaires without making their responses specific enough to the research design. In particular, candidates need to be trained to explain what the effect of their chosen strength / weakness is on the aims of the research (in this case, the effect of CCTV in reducing crime).

Overall, there remains a huge variation in response to this question and there are still a large number of candidates who do not devote enough time to this part and present relatively short answers. A significant minority of candidates failed to respond to the rubric and only referred to one weakness or one strength – candidates need to be reminded to clearly differentiate between one distinct weaknesses and strength.

- (d) The majority of candidates allocated most of their time to this question and most candidates successfully focused on just one research method and successfully referred to the given context. It is clear that many centres are preparing their candidates for the demands of this question as candidates are becoming more confident and explicit in their reference to key research concepts, the wider research process and the given context. However, there continues to be a marked difference between high and low level responses to this question.

The hallmark of good responses was the ability of the candidate to apply their knowledge and understanding of one method to the given research context and to think through wider research issues such as access to a research population of people in their neighbourhoods, sampling techniques, the need for a pilot study and operationalisation of key terms, ethical considerations and the relationship between the researcher and those being researched. Candidates did not need to discuss all of these wider research issues to reach the top band, but many failed to address any and their answers were limited to a highly rehearsed and mechanistic discussion of the strengths and weaknesses of one particular method. Most candidates focused on conventional methods such as questionnaires, and interviews and good responses homed in on the 'potential' sensitivity of the topic and justified their choice of method based around this. Those candidates who chose participant observation tended to be weak because of the undeveloped opportunities to focus on observing people's viewpoints. Some candidates mentioned the need to operationalise concepts. A few able candidates homed in on the need to operationalise the notion of 'feeling safe'. A higher proportion of candidates are considering sampling issues, but with varying degrees of success. Stronger candidates were able to recognise the existence of sampling frames and issues of representativeness. A small number of strong responses focused their sampling technique around the idea of 'neighbourhood' (for example, issuing a questionnaire to every house in a given neighbourhood, via the local free newspaper) but a number of weaker responses offered 'catch all' pre-rehearsed answers which failed to address this particular research question. For example, using 'doctors registers'. Another characteristic of weaker responses was the choice of inappropriate sampling techniques in

relation to the method. For example, many candidates stated they would carry out a random sample but use an unstructured interview.

There was an increasing number of candidates who were scoring higher marks for AO2(b) than for AO1 as they stated a method, made no reference to the wider research process or to the context and then offered a relatively detailed list of strengths and weaknesses. Such candidates did not perform well for part (d) overall, as the marks are weighted in favour of AO1.

Another discriminating factor between high level and low level responses was the recognition that there is an evaluative element to this question. Good candidates included an evaluative and reflective tone throughout their responses, for example, by noting the strengths and weaknesses of their sampling technique, as well as the stated method and addressed ethical concerns as a researcher. Such responses tended to focus on the suitability of their chosen method in relation to the aim and referred to the technicalities of research design (validity, reliability etc.) with competence and confidence. Some candidates successfully assessed their choice of method by reflecting on the usefulness of alternative methods and suggesting the use of triangulation. All too often, however, evaluation was limited to basic commentary, with too much focus on practical issues and/or focusing exclusively on the strengths/benefits of a method rather than a consideration of its weaknesses. Although most candidates are now using key terms (validity, reliability, representativeness, generalisability, ethics), as evaluative tools, there remains significant variation in the degree of understanding of these. A significant number of candidates referenced the key concepts without explaining or developing their answer, which impacted on their AO2(b) mark in particular. For example. "questionnaires are good because closed questions will give me quantitative data, and they are reliable."

Finally, centres need to remind students that they need to focus their answers around one main method. Some confuse a method with a sampling technique and triangulation is not a method; it is a combination of different methods.

2535 – Research Report (Sociology)

General Comments.

Once again many interesting Reports of a very high standard were received for moderation. Many of the candidates were able to discuss, analyse and evaluate their chosen study in a confident and mature manner. They were able to use technical terminology accurately and apply methodological concepts to the context of their studies. Nevertheless there are still a few candidates who fail to demonstrate their understanding of the key concepts and who disadvantage themselves by ignoring guidelines that have been published in previous Reports or suggestions that have been made by Moderators in the Report to a Centre on Coursework Moderation that is sent to each individual centre. All centres would be wise to take note of these Reports as they aim to give constructive advice as well as highlighting strengths and good practice.

Administrative points

The dates for the submission of the MS1 form remain the same each session (10th of January or 15th of May). A number of centres were late submitting their MS1 forms this session. It should also be noted that all the reports should be included with the MS1 if the centre has 10 or fewer candidates. This was true of the vast majority of centres this session.

The Centre Authentication Form continues to cause some confusion for a minority of centres. There is no need to send a separate Centre Authentication Form for all candidates. OCR requires that one form, signed by the teacher, be sent with the sample and candidates' signatures are obtained in a way that is convenient to the centre and then retained at the centre.

Far fewer clerical errors were noted this session. Nevertheless many reports were submitted without the candidate number or with an incorrect candidate number.

The majority of centres returned the samples that were requested promptly.

The majority of candidates now word process their Reports. Once again there were some centres that continue to submit the Reports on loose sheets of paper – sometimes not even stapled together. Ideally all Reports should be submitted in the answer book, which would ensure that all candidates are aware of and have the opportunity to respond to the prompts at the beginning of each section.

Application of the Mark Scheme

The vast majority of centres applied the mark scheme consistently and accurately across all Assessment Objectives. One or two centres applied the mark scheme rather harshly but overgenerous application of the mark scheme was generally the issue when marks had to be adjusted. Centres are advised to take note of the comments made on the Report to a Centre on Coursework Moderation. Some centres are drifting towards becoming more lenient, if this is so it will be noted on

the Report to Centre. If this trend continues it is possible that their marks will be adjusted in future sessions.

Details of internal standardisation were received from some centres. All centres that have more than one person assessing the Reports need to be reminded to include details of the procedures used for internal standardisation, either on the reports or in a separate letter.

The majority of candidates are now making explicit references to the key concepts in section (c) and (d). Nevertheless many do need to develop these references to justify being awarded marks in the higher mark band e.g. candidates will often refer to questionnaires as being reliable without explaining why they may be considered more reliable than other methods. Reliability is the concept which continues to cause problems for many candidates.

The majority of centres submitted Reports with detailed comments on the front cover sheet and annotation on the Reports themselves. This is very useful in ascertaining how the centre had applied the mark scheme. Nevertheless there continues to be a minority of centres who use comments that have little relevance to the work of the candidate. Other centres highlight possible weaknesses in their comments but then award marks in the higher mark bands. Assessors should ensure that comments are an accurate reflection of the candidates' work and that the mark scheme is studied in detail in order to ensure that it is applied correctly.

Most candidates had used the word limit permitted thereby giving them the opportunity to develop the points they were making. Centres should be reminded that candidates who exceed the word count by more than 10% should be placed at the bottom of the relevant mark band.

Academic matters

Once again it is pleasing to note a positive move by many centres toward ensuring that candidates report on a variety of contemporary research / studies. The use of such studies can inform other aspects of the syllabus and enhances the sociological experience of the candidates. There is also evidence that centres are using a wider range of studies, rather than having candidates reporting on a narrow range of studies/research. Once again this is to be encouraged as candidates can share their knowledge and understanding of the study/research thus enhancing the collective experience of the group.

The use of past personal studies was not evident during this session, it is to be hoped that all centres have now suspended this practise.

However some centres continue to use material that can disadvantage their candidates.

Summaries of research continue to pose a problem. Candidates are often tempted to rely heavily on the source material – they should be giving their own analysis and evaluation of the study rather than rehashing another person's thoughts on a particular study. Centres are strongly advised to ensure that they have a collection of suitable material that can be used by candidates. OCR is willing to supply centres with a resource list. Using a range of material would also help ensure that candidates are using suitable material. A few candidates had attempted to report on studies that are rather challenging and consequently found it difficult to produce a concise and coherent Report.

Using the research Report Answer Book

Section (a)

The vast majority of candidates had completed section (a) correctly. In a minority of cases it was apparent that someone other than the candidate had completed this section. It must be emphasised that the correct completion of this section is part of the task (AO1).

Section (b)

Many candidates gave detailed accounts of the research design and made accurate use of technical terms. The stronger candidates clearly and precisely identified the aims, research tool(s) and sampling technique. They also referred to relevant ethical issues.

Some candidates presented a rather confused section (b) whilst others gave a vague outline of the research design and omitted some key details/issues.

Section (c)

Some of the stronger candidates wrote an excellent section (c). They gave their own interpretations as to the suitability of the research design, with reference to the aims and the context of the study. Key concepts and technical terms were used with confidence and all aspects of the research/study were considered (some weaker candidates often omitted references to the sample in this section). Weaker candidates often repeated much of section (b) or discussed the research design in a general way without reference to the context of the study or the key concepts.

Section (d)

The vast majority of the candidates did refer to the main findings and the stronger candidates were able to link findings to the aims and evaluative points. Weaker candidates continued to include far too many findings. Other candidates quoted the appendix without attempting any analysis of the findings. The few candidates who had no reference to the findings were penalising themselves under AO2(a)

The vast majority of candidates included references to the key concepts in section (d). However, it should be noted, that these references should be developed in a manner which explicitly demonstrates the candidates' understanding before being awarded marks in the higher mark bands.

Appendices

Many candidates took the opportunity to use an appendix (see prompt at the top of section (d)) to illustrate their findings; all candidates could be encouraged to follow this good practice. Candidates who do not use appendices often include long quotes from the text and penalise themselves by using up valuable words which could have been used to analyse and/or evaluate. Once again centres should note that any additional information e.g. details of the sampling included in the appendix, cannot be considered for assessment purposes.

2536 Power and Control

General Comments

The overall standard was similar to June 2004 suggesting that candidates were generally well prepared for this paper. There was less evidence of candidates simply entering the exam as a 'mock' paper to gain experience in preparation for the summer.

The majority of candidates performed to a good standard with a minority of excellent scripts. Most candidates had a good knowledge base with a broad understanding of sociological concepts and a range of appropriate studies. Theoretical understanding was less good, on the whole, with confusion between theories and writers quite often attributed to the incorrect perspective. Differences within theoretical perspectives featured more regularly, however, and postmodernism was addressed more often and with greater understanding.

Some candidates were determined to give equal weight to a number of theoretical perspectives and/or explanations and therefore wrote generalised accounts such as 'everything I know about educational achievement' rather than focusing on the theory identified in the question (in this case, interactionism).

For some candidates, this also applied to concepts and studies where there seemed to be 'question spotting' occurring and so rehearsed answers were produced often not addressing the question except now and again.

The vast majority of candidates, however, did demonstrate sociological knowledge and understanding and were able to apply this to the question set. A small minority were impressionistic, assertive and anecdotal accounts.

The weaker skill areas were, again, interpretation and analysis and evaluation. Many candidates were able to write about an impressive number of studies but tended to list them, describe them briefly, but not apply the findings of the studies to address the question. Candidates should be encouraged to explain why they have included a particular study, what is its relevance to the question. Often higher marks were gained by candidates concentrating on fewer studies but clearly explaining why the study related to the question set.

More candidates were applying their knowledge to contemporary issues and events rather than rely solely on dated texts. Sometimes this was too lengthy and anecdotal however. Statements such as 'I watched a film about...' were common amongst weaker candidates. Some candidates were able to apply their material in a convincing way, however, for example in the question on the solution to crime there was some very good analysis of the use of anti-social behaviour orders.

Evaluation remained a problem for some candidates although more candidates were pointing out the strengths of particular studies and/or where other studies supported the findings/concepts they had previously described, which is to be encouraged. Most candidates were able to directly evaluate in this session, however.

Some candidates are still leaving their evaluation to the conclusion and some evaluation was still assertive, personalised and impressionistic with comments such

as 'I personally believe...'; 'in my opinion' followed by statements unsupported by theory or evidence. Some evaluation was only by juxtaposition with no explanation of how theories or studies disagreed with other evidence and/or explanations. A minority of responses engaged with the debate throughout with sustained evaluation which directly addressed the question.

There was more evidence of planning in this session, although sometimes the plans were very long and candidates then ran out of time and were unable to address parts of the plan. This demonstrated a lack of practice in writing essays in a time-constrained situation.

Some candidates did not plan their essays and thus repeated themselves or 'ran out of steam' towards the end of the essay.

Many candidates started well, addressing the question, but then lost focus towards the latter part of the essay.

Poor spelling was more in evidence in this session particularly of the names of sociologists. A favourite misspelling was Durkheim, although his name is only one letter more than Beckham!

Many candidates, however, wrote coherent, organised essays with a clear introduction, a focussed main body and thoughtful conclusions. More candidates were using conclusions to suggest further avenues for study, likely future trends etc. rather than simply repeating points they had already made in the main body of the essay, which is to be encouraged.

Most candidates appeared to utilise the full hour and there were few rubric errors.

Comments on individual questions:

1. This was a popular question with a wide range of responses. Excellent responses were able to focus on the issue of social construction of crime with an analysis of how statistics are generated, the role and nature of policing, concepts and studies relating to moral panics, folk devils etc. and the role of the media.

Weaker responses ignored the issue of social construction and wrote generalised accounts of why people commit crimes. Such responses also often confused different perspectives and theorists. Evaluation was often weak, with simply a juxtaposition of different theories.

2. Another popular question, with a wide range of responses. Most candidates focused on Marxism, left realism and right realism. Generally, there was good knowledge and understanding although weaker responses confused left and right realism. Stronger candidates were able to link contemporary policy to theoretical perspectives in an impressive way particularly in relation to initiatives developed by the Youth Justice Board. Weaker candidates wrote extensively about reasons for committing crime rather than solutions. Feminist approaches tended to be particularly weak on the issue of solution.

3. This was also a popular question with some excellent responses dealing with achievement in relation to social class, ethnicity and gender. Most candidates were able to write convincingly about labelling and social class and demonstrated sound evaluation of the labelling approach. Weaker

candidates wrote generally about explanations for differential education achievement without focusing on interactionism.

4. This was not such a popular question as question 3 and generally not answered as convincingly. There were frequent historical errors around the dates of particular policies. Weaker candidates often ignored the issue of policy and wrote generally about participation in education. There were some excellent responses which tended to focus on post 1980s policies. Surprisingly, there were few candidates who examined participation in further and higher education.

A basic error with a significant minority of candidates was a failure to address the key idea of 'participation'.

5. This was not a very popular question and produced generalised accounts from weaker candidates of the 'everything I know about health and illness' variety. There were, though, some excellent responses dealing with the contested nature of definitions of health and illness, changing perceptions of health etc. There were some very knowledgeable responses relating to cultural differences in approaches to how health and illness are perceived.
6. This was more popular than question 5 and generally produced better responses. There were many good essays with an impressive knowledge and understanding of a number of explanations. Most candidates focussed very clearly on the question set and were able to utilise and analyse a wide range of studies. Overall, candidates appeared to have been well prepared for this question.
7. This was not a popular question and some candidates seem to have attempted it on the basis of previous study of identity at AS level rather than preparation at A2 level. Some candidates wrote generalised accounts of the media without addressing the issue of identities. There were, however, some theoretically well-informed responses.
8. This was also not a popular question, although candidates who attempted it were generally knowledgeable about Marxist theory.
9. This was not very popular but produced some good responses with wide ranging and detailed knowledge and understanding of New Right approaches with sustained evaluation. Concepts such as the culture of dependency, individualism, welfare pluralism were generally analysed in a convincing way. Weaker responses tended towards a 'history of the welfare state' approach.
10. Again, not a very popular question but generally responses were of quite a high standard in relation to feminist theories and with a clear understanding of relevant concepts e.g. patriarchy. The main weakness tended to be a lack of knowledge of specific policies relevant to women.
11. This was not a very popular question. It produced a wide range of responses amongst candidates who attempted it with some very good answers which were theoretically well informed and directly addressed the question set. Good responses demonstrated a strong historical awareness of different forms of direct action relating to social class and debates around social class identity and class based politics. Weaker responses ignored the issue of

social class and wrote generally about different types of direct action. These responses were often anecdotal and impressionistic.

12. This was more popular than question 11. It also produced a wide range of responses. Weaker candidates wrote generally about new social movements without relating to the issue of power. Other weaker responses examined the nature of power (often from a Marxist perspective) but then discussed social movements in general e.g. the development of trade unions.

There were, however, some excellent responses with detailed and wide ranging knowledge and understanding of theories of power and theoretically and/or empirically informed accounts of new social movements.

2537: Applied Sociological Research Skills

General Comments

The question appeared to have worked well and to be accessible to candidates. The vast majority of candidates answered all five parts and were, for the most part, able to demonstrate the range of skills required by the paper. They were generally well prepared in relation to the time they should allocate to each part, though many candidates appeared to apportion less time to (e) than to (d) even though it is worth more marks. It might just be that for many candidates this is the most challenging part of the paper and they are less well equipped to do it. A minority of candidates did not seem to understand that parts (a) and (c) require they must use the material in Item A whilst part (b) does not. Part (b) has always been a general methodological question and will, in the foreseeable future, continue to be so.

One of the main differentiators continues to be the extent to which candidates are able to use the key methodological concepts of reliability, validity, representativeness and generalisability accurately in relation to their proposed research design. Some candidates persist in using all or most of the concepts in a single sentence thereby usually demonstrating a lack of understanding of any of them.

Tip

Candidates should practise applying these key concepts to as wide a range of scenarios as possible. Centres might want to use existing research in the areas relating to the option/s they are studying for 2536 or for the work they are doing for 2539. Candidates should practise by writing separate paragraphs on each of the concepts.

On the other hand some candidates were able to go beyond the key concepts and use a wider range of higher order methodological concepts with understanding and confidence.

There are a number of centres that clearly provide their candidates with mnemonics to assist them in relation to research design. There were occasions where, for some candidates, the rather mechanistic path down which this can lead meant they did not engage with the specifics of the research proposal in the ways in which they could have done.

Once again a few candidates elected to do parts (d) and (e) first. There was no evidence that they did better than candidates who followed the order on the paper.

Comments on individual parts of the question

- (a) In order to gain the six interpretation and analysis marks available for this part candidates must use the material in Item A. The question required candidates to identify the two problems that researchers have in operationalising concepts and then to explain them. The best candidates identified the fact that respondents put their own interpretations on terms such as 'participation' and 'regular' and, of the problem of making age group comparisons in relation to interpretation. They then went on to explain them. Weaker candidates tended to either identify one problem, most commonly that of interpretation and then repeated it or, they ignored the item altogether. Candidates who ignored the item were awarded no marks.
- (b) Most candidates had been well prepared for this part of the question and were able to identify and explain one strength and one weakness of a structured interview and to relate that strength or weakness to a relevant methodological concept such as reliability or validity. However, there are still candidates who are not contextualising their responses when the question asks them to do so. In this particular case they were required to explain the strength/weakness in terms of participation in physical activity. Some candidates thought that to contextualise either the strength or weakness would do but Centres should be advised that candidates should contextualise both parts of the answer as indicated by the wording of the question. Candidates are required to go beyond the item and to demonstrate their methodological understanding of an aspect of research. Candidates who try to use the item will inevitably find themselves in some difficulties.
- (c) This part of the question provides candidates with an opportunity to demonstrate their skills of interpretation and analysis by summarising the data in Item A. Item A comprised of qualitative and quantitative data and will, in the foreseeable future, always do so. The number of candidates who ignored either the qualitative or the quantitative data was proportionately less than last June but those who did so inevitably penalised themselves. The best responses provided a comprehensive interpretation and analysis of the data supporting this with accurate statistics and qualitative points. These responses made reference to a range of comparative points in relation to gender differences and similarities, to high and low participation, to team games versus individual activities and to participation levels by age. Weaker responses tended to describe what was in the item rather than analyse the data, often in a list-like manner. A few candidates misread the table and thought the statistics were numbers rather than percentages. In relation to the qualitative data many candidates thought it was acceptable to just 'lift' what was in the text, rather than interpret it.
- (d) This paper is the exam equivalent of the Personal study and as such is examining candidates' knowledge and understanding of the research process and their ability to design and evaluate a piece of research. This is a challenging task in exam conditions and candidate should ensure they read the prompt at the top of page two of the paper which advises candidates to spend 30 minutes on parts (a) – (c) and one hour on parts (d) and (e). Most

candidates responded well to Item B and were able to devise a logical and coherent research design. Few candidates ignored the requirement for qualitative data and most elected to use semi-structured or unstructured interviews as their method of data collection, a few weaker candidates suggested covert/overt observation without clarifying precisely what they were observing in relation to the research context. There were though a minority of candidates who ignored the request for qualitative data and opted to use closed questionnaires. The vast majority of candidates contextualised their design and a welcome development from last June was the awareness of most candidates that ethnic groups meant all ethnic groups, those who thought ethnic groups meant ethnic minority groups were very much in a minority. A significant number of candidates found it difficult to write about the elderly without generalising and/or stereotyping them, bordering at times on ageism. The aspect of research design that was least well done was that of sampling. The best responses were those that demonstrated they were thinking about the context as well as research design and suggested that it might be difficult to obtain a list of all those in the local area who were over 65 and that a way of accessing them might be through snowball sampling or by advertising for volunteers in a range of places where those over 65 from a range of ethnic groups are likely to be found such as community centres, clubs and so on. There were those who thought, somewhat unrealistically, that the best and indeed only place to locate the over 65s were care homes. Some candidates confused sampling frames with sampling techniques. This aspect of research design is the part that centres could be advised to work on.

- (e) Candidates were least prepared for this part. Whilst most were able to identify a range of weaknesses these were often of a practical nature. Candidates generally were less capable of evaluating their design and thinking through solutions. Those who had used a mnemonic for part (d) seemed particularly lost when it came to evaluation, often repeating in (e) what they had already said in (d). A number of the often more able candidates tended to focus on the interpretivist/positivist debate and then argue for collecting some quantitative data. Although it is reasonable to make some comment about this debate and to consider the implications this has for the replicability, or not, of the research, candidates should maintain a focus on the specifics of the research brief they have been given which in this case was to collect qualitative data. There was a tendency by some candidates to engage in a rather generalised evaluation of interpretivist research without contextualising their points. The very best responses were from candidates who had produced a wide-ranging and detailed research design in (d) and who were then able to reflect on this.

Tip

There is no value in producing a research design in (d) which deliberately omits part of the process in order to have something to evaluate in (e). Not only does this look contrived and mechanistic it does not enable candidates to really evaluate the problems of, for example, pilot studies which is sometimes used as a panacea for all ills.

2539: SOCIAL INEQUALITY AND DIFFERENCE

General Comments

There was a relatively small entry for this unit, some Centres entering for the first time, and a number of re-sit candidates. Question two on gender was significantly more popular than question one on ethnicity. This session saw the first question on 'workplace inequalities', which seemed to pose few problems for candidates other than the vast body of knowledge they could have used to answer it, this issue is developed further in 2(e) of this report.

Comments on Individual Questions

Q1

- (a) The data in Item A posed no problem for the small number of candidates who attempted this question. They were all able to identify two differences in the unemployment rates of individuals from different ethnic groups. Some candidates neglected the reference to men and women, and subsequently identified two differences between men or women. The differentiator on this question became the extent to which the data in the item was used to support the answer. Candidates needed to refer to the relevant % in supporting their answer, and some did not do this. The wording of the question clearly states 'Using Item A...', and for 6 marks it is a requirement that candidates both identify and support their answer from the item. This point has been in previous examiner reports.
- (b) This question was well answered, with candidates identifying reasons such as, 'primary role as carers' meaning that the women have fewer career choices because they are confined to primarily domestic role in the home. The strongest answers to this question, identified the reason from the item and then used their own words to explain why that issue limited the women's a career choice.
- (c) This question was well answered in terms of candidates contextualising their understanding of the methodological difficulties of using unstructured interviews with Pakistani Muslim women when researching their career opportunities. Candidates who offered two difficulties of using this method and did not contextualise them could not be placed in the top band, although most candidates did at least attempt a contextualisation. The strongest answers focused on the influence of Pakistani male gatekeepers. Others successfully referred to the potential interviewer effect referring to the social characteristics of the researcher and target population.

TIP

Encourage candidates to attempt (c) questions on their own under timed conditions, (12 mins). Explain the way they are marked, marks available for two difficulties of using the method, which must be related to the research context. Allow students to mark each others or their own, awarding a maximum of 6 marks for each difficulty identified. Do this repeatedly to illustrate what we mean by contextualisation. This question is a good way to start with as the difficulties of using the method can be related with some ease to the context

- (d) A number of candidates struggled on this question to provide evidence of racism, and referred instead to ethnic inequalities. The better answers focus on a range of topics from the specification and provided evidence of ethnic inequality which they then linked in some way to a possible cause of racism. Crime, Education, Health and workplace were cited most often, with the strongest answers using named studies and statistical evidence in support of their answer.
- (e) Some candidates had difficulty identifying Weberian Theories of racial inequality. The strongest answers used; Rex and Tomlinson, Barren and Norris and Runciman well with some referring to Parkin and social closure. There were a number of candidates who produced catch all responses focusing on generalised accounts of Weberianism, Marxism, Functionalism and Post Modernism, without reference to named studies.

Only the most able candidates were able to offer specific evaluation of Weberian theories focusing on issues such as the debate between race and class as explanations of inequality. Some offered specific named studies which were criticising others, for example Patterson's Assimilation model criticised by Solomos and Back.

Q2

- (a) This question posed no problem for candidates who answered it. All were able to offer two advantages enjoyed by females in non-manual work, and the majority of these used the data in the item to support their answer.
- (b) Most candidates were able to identify two ways in which the women try to achieve respectability from the item. The most popular answers being 'through disassociating themselves from the class system,' and through buying their home and/or clothing. The differentiator in this question became the ability of the candidate to link the way identified to the issue of respectability, and therefore offering some explanation of how the wording in the item links with the question. A number of candidates lifted words directly from the item without an adequate explanation.
- (c) Some candidates struggled to offer two advantages of using p.o and confused reliability with validity. Only the most able were able to contextualise their advantages to researching the work experience of working class females, focussing on issues such as: seeing the women in a natural working environment where hiding their experiences becomes difficult, or through being able to see first hand any evidence of mistreatment/sexism from management. Some candidates became side-tracked onto overt and covert observation; answers focussed on either were acceptable so long as the candidate used them accurately to answer the question.
- (d) This question posed no problems for candidates. There were some excellent detailed responses displaying knowledge of inequalities experienced by women from across the specification. Some of the most cited pieces of evidence drew on the work place inequalities with reserve army and dual labour market theories. Concepts such as the glass ceiling, concrete ceiling and glass cliff were cited. Evidence on women's representation in Politics and in FTSE 100 top firms were frequently mentioned. Studies from health, education and the workplace were used well, with named studies such as Stanko and Adkins. Candidates who did not produce depth or width in their answers were unlikely to be placed beyond L2.

The majority of candidates realised there was no need to evaluate the evidence in this question.

- (e) This was a very wide question which hoped to illicit responses with equally wide ranging theoretical evidence in particular. Most candidates chose to answer this question by focusing on gender alone, probably due to a mindset having been created with the items and previous questions. Candidates could be rewarded (and some did achieve) full marks for this question regardless of whether they focused on gender alone or a range of different workplace inequalities.

Those who chose to focus on gender were sometimes using similar material to that in (d) for which they were rewarded so long as it was accurate and relevant. The strongest answers focussed clearly on theoretical approaches principally Feminism and Marxism. They were able to differentiate between different theoretical positions regarding the work place and to apply their theories to the question set. Weaker responses either neglected theory or they struggled to apply the theory to work place inequalities.

Those candidates who chose to answer the question with a range of inequalities did so usually successfully, focussing of ethnicity and class particularly well and using Marxism as their main theoretical reference.

Most of the evaluation in this question came from the use of Functionalism and the sifting and sorting/meritocracy ideas, or from the different strand of Feminism.

**Advanced Subsidiary (3878) &
Advanced (7878) GCE Sociology
January 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	44	39	35	31	27	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	70	63	56	49	42	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	43	39	35	31	28	0
	UMS	90	72	63	54	45	36	0
2535	Raw	90	74	67	60	53	46	0
	UMS	90	72	63	54	45	36	0
2536	Raw	60	45	40	35	30	26	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	46	42	38	34	30	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	68	60	52	45	38	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3878	300	240	210	180	150	120	0
7838	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3878	19.3	38.3	61.7	82.1	98.6	100.0	380
7878	10.0	33.3	63.3	90.0	100.0	100.0	40

These statistics are correct at the time of publication.

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