

**Sociology**

Advanced GCE A2 7878

Advanced Subsidiary GCE AS 3878

**Mark Schemes for the Units**

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**June 2006**

**3878/7878/MS/R/06**

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## CONTENTS

### Advanced GCE Sociology (7878)

### Advanced Subsidiary GCE Sociology (3878)

#### MARK SCHEMES FOR THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
2532	The Individual and Society	1
2533	Culture and Socialisation	15
2534	Sociological Research Skills	49
2536	Power and Control	57
2537	Applied Sociological Research Skills	83
2539	Social Inequality and Difference	91
*	Grade Thresholds	107



**Mark Scheme 2532**  
**June 2006**

**Question 1**

- (a) Using Item A, identify and briefly explain two factors that will shape identity in 2020. (8)

**AO2a Interpretation and Analysis****Indicative Content**

Reference may be made to two of the following:

- Family
- Friends
- Globalisation
- Weaker knowledge of British history
- National cultures being reduced

**7-8**

The candidate will correctly select and analyse two factors from Item A. Answers will show the ability to select from and interpret different kinds of data.

Award 8 marks to responses that identify and explain two factors.

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

**5-6**

The candidate will correctly select and interpret two factors that from Item A. Answers will show the ability to select from and interpret different kinds of data.

Award 5 marks to responses that identify two factors, explain one partially and leave the other without explanation.

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

**3-4**

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

Award 4 marks to responses that identify two factors but leave them both without an explanation, or to responses that identify one factor and explain it fully.

Award 3 marks to responses that identify one factor and offer a partial explanation of it

**1-2**

The candidate will correctly select one factor that will shape identity.

**0**

No relevant interpretation or analysis.

**(b) Identify and briefly explain two features of global cultures. (8)**

### **AO1 Knowledge and Understanding**

#### **Indicative Content**

Reference may be made to ethnic hybridity, trans national companies, the same shops or products across the world, common food, lack of difference, cultural homogeneity, popular culture, McDonaldisation, Americanisation or any other reasonable response

#### **7-8**

The candidate will correctly identify two features of global cultures.

Award 8 marks to responses that identify and explain two features.

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

Answers will offer an explanation for each way identified, and the explanation will show a range of knowledge and understanding of. There will be few, if any, errors of grammar, punctuation and spelling.

#### **5-6**

The candidate will correctly identify two features of global cultures.

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

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

The candidate will show knowledge and understanding of global cultures. The candidate will present material in a way that answers the question. There may be occasional errors of grammar, punctuation and spelling.

#### **3-4**

Award 4 marks to candidates who identify two but offer no explanation of either, or to candidates who identify one feature and explain it fully.

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

The candidate will show some understanding of global cultures. The candidate will present material in a way that partially addresses the question. There may be some errors of grammar, punctuation and spelling.

#### **1-2**

The candidate will correctly give one feature but leave this completely unexplained, therefore showing only limited understanding of global cultures. 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 individuals learn norms and values. (18)

**AO1 Knowledge and Understanding (10 marks)**

**Indicative Content (Other valid points may be offered)**

Candidates may refer to any agencies of socialisation. They can select two ways using the same agency.

**Concepts - such as:**

Culture, socialisation, primary and secondary socialisation, social control, imitation.

**Studies – such as:**

These are less likely to appear than in some previous (c) questions.

**Examples**

These should be rewarded.

**Theory**

Candidates may use theory, for example functionalism and Marxism.

**8-10**

The candidate will show a range of knowledge and understanding of two ways in which individuals learn norms and values and of relevant conceptual, and/or empirical and/or theoretical evidence. The candidate will display knowledge of both norms and values. The candidate will present material that 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 individuals learn norms and values and of relevant conceptual, and/or empirical and/or theoretical evidence. The range of concepts, evidence and ideas will be narrower than in 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 way that addresses the question. There may be occasional errors of grammar, punctuation and spelling.

**4-5**

The candidate displays some knowledge and understanding of the ways in which individuals learn norms and values and of relevant conceptual, and/or empirical and/or theoretical evidence. The candidate may focus on one way, explaining this well to reach the top of the band. Answers that state two ways are likely to leave both of these undeveloped and unsubstantiated. The candidate will present material that partially answers the question. There may be some errors of grammar, punctuation and spelling.

**1-3**

The candidate displays an awareness of at least one way in which individuals learn norms and values. 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.



**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 engage with the two ways in which individuals learn norms and values. To locate in this band answers should select and analyse conceptual and/or theoretical data. 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 relevant sociological 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 two ways in which individuals learn norms and values. This may include commentary on the relative strength/weakness of specific agencies of socialisation. 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 the ways in which individuals learn norms and values, making the evaluation basic. At the bottom of the band any evaluation will be based on common sense.

**0**

No relevant evaluation.

**(d) Discuss the view that British national identity is weakening in the contemporary UK (26)**

**AO1 Knowledge and Understanding (14 marks)****Indicative Content (Other valid points may be offered)****Concepts - such as:**

Candidates may refer to concepts as nation-state, nationalism, globalisation, transnational companies, symbols, decentred identities, multi-cultural, consumerism, fragmentation, popular culture, Americanisation, hybrids

**Studies - such as:**

Schudson, Curtice & Heath, Anthony King, Guibernau & Goldblatt

**Theory - such as:**

Candidates may use theory such as postmodernism, Marxism

**Contemporary examples – such as:**

Devolution, EU, monarchy, BNP

**11-14**

The candidate will display a range of knowledge and understanding of the concept of national identity and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or contemporary and/or empirical and/or theoretical evidence in relation to the strength of national identity. It is likely that they will show knowledge of contemporary social change and its impact on national identities.

At the top of this band there will be clear knowledge and understanding of British national identities.

Candidate will present material in a manner that directly answers the question. 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 national identity and associated evidence and ideas. Responses will be less well developed than in the band above. The range of relevant conceptual and/or contemporary and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support and/or reject the view that national identities are already weakening. Candidate will present material in a manner that answers the question. There may be occasional errors of grammar, punctuation and spelling.

**5-7**

The candidate will display some knowledge and understanding of the concept of national identity. Answers in this band will be largely descriptive showing understanding of the concept of national identity but little understanding of the factors that strengthen or weaken national identities, therefore showing partial knowledge and understanding. Responses will be characterised by a lack of conceptual and/or contemporary and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration. Candidate will present material in a manner that partially answers the question. There may be some errors of grammar, punctuation and spelling.

**1-4**

The candidate will display an awareness of national identities. The candidate will make at least one 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 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 extent to which national identities are already weakening. Candidates will engage in the debate. The data will either be relevant conceptual, and/or contemporary and/or empirical and/or theoretical evidence and could be used to support or refute the claim.

**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 kinds of data, but with little consideration of their significance for the question. At the bottom of the band the interpretation will be very limited.

**0**

No relevant interpretation or analysis.

**AO2b Evaluation (8 marks)****Some possible points of evaluation****7-8**

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that national identities are weakening. Critical material will be employed. Anticipate sustained evaluation at this level, addressing both sides of the argument.

**5-6**

The candidate will show the ability to evaluate some of the available sociological evidence and arguments about the view that national identities are weakening. The evaluation in this band will be a narrower range than the band above. Evaluation may be through juxtaposition and is unlikely to be sustained throughout the answer. Candidates may present a clear but inadequately supported position.

**3-4**

The candidate will show the ability to make basic evaluation of the evidence and arguments concerning national identities. The tone of this response will be assertive, probably one-sided 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 national identities. Any other points will be based on common sense assertion.

**0**

No relevant evaluation.

**Question 2**

**a) Using item B, identify and explain two stereotypical features of femininity (8)**

**AO2a Interpretation and Analysis****Indicative Content**

- Blonde hair
- Slim build
- Make up
- Attractive/pretty
- Passive- wanting a man
- Desirable
- Seductive/flirtatious
- Waiting for a man
- Homemaker
- Motherhood/nurturing
- Lower wage earner
- Checking horoscope, in waiting for a man
- Youth, linked to the feminine ideal

**7-8**

The candidate will correctly select and analyse two stereotypical features of femininity from item B. Answers will show the ability to select and analyse different kinds of data.

Award 8 marks to responses that identify and fully explain two features.

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

**5-6**

The candidate will correctly select and interpret two stereotypical features of femininity from item B. Answers will show the ability to select and analyse different kinds of data.

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

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

**3-4**

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

Award 4 marks to responses that identify two features but leave them both without an explanation, or to responses that identify one feature and explain it fully.

Award 3 marks to responses that identify one feature and offer a partial explanation of it.

**1-2**

The candidate will correctly select one feature from item B, but 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 features of traditional masculinity. (8)**

**A01: Knowledge and Understanding**

**Indicative content**

Reference may be made to characteristics such as toughness, aggressiveness, independence, physical strength, manual work, breadwinner, different conjugal roles, dominance, provider, protector, impregnator or any other reasonable response. Physical attributes may be identified, such as a muscular physique.

**7-8**

The candidate will correctly identify two features of traditional masculinity. Award 8 marks to responses that identify and explain two features.

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

Answers will offer an explanation for each feature given, and the explanation will show a range of knowledge and understanding of the concept of traditional masculinity. There will be few, if any, errors of grammar, punctuation and spelling.

**5-6**

The candidate will correctly identify two features of traditional masculinity.

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

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

The candidate will show knowledge and understanding of the concept of traditional masculinity. There may be occasional errors of grammar, punctuation and spelling.

**3-4**

Award 4 marks to candidates who identify two features of traditional masculinity but offer no explanation of either or to candidates who identify one reason and explain it fully.

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

The candidate will show some understanding of the concept of traditional masculinity. The candidate will present material that partially addresses the question.

**1-2**

The candidate will correctly identify one feature, but leave this completely unexplained, therefore showing only limited understanding of the concept of traditional masculinity.

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 family influences gender identities. (18)

**AOI Knowledge and Understanding (10 marks)**

**Indicative Content. (Other valid points may be offered.)**

References may be made to dress/appearance, toys, books/videos/DVDS, chores given, activities, leisure, discipline/sanctions, domestic expectations.

**Concepts - such as:**

Candidates may refer to concepts such as primary and secondary socialisation, norms, values, social sanctions, social control, social construction, biological determinism, cultural transmission, stereotyping, role models, patriarchy, manipulation, canalisation, verbal appellations, differentiated activities, femininities and masculinities.

**Studies- such as:**

Oakley, Connell.

**Contemporary Examples**

Relevant examples should be rewarded

**Theory - such as:**

Theory may appear, such as feminisms, postmodernism

**8-10**

The candidate will show a range of knowledge and understanding of two ways in which the family influences gender identities and of relevant conceptual and/or contemporary and/or empirical and/or theoretical evidence. The candidate will display knowledge of the family as an agent of socialisation and the concept of gender identity. The candidate will present material that 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 the family influences gender identities and of relevant conceptual and/or contemporary and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of families than of gender identities or vice versa. The range of concepts, evidence and ideas will be narrower than in the band above and the answer may be uneven. Any examples may be only partially understood or relevant. The candidate will present material in a manner that answers the question. There may be occasional errors of grammar, punctuation and spelling.

**4-5**

The candidate displays some knowledge and understanding of the ways in which the family influences gender identities and of relevant conceptual and/or contemporary and/or empirical and/or theoretical evidence. The candidate may focus on one way in which the family does this, explaining this well to reach the top of the band. Answers stating two ways are likely to leave these undeveloped and unsubstantiated. The candidate will present material that partially addresses the question. There may be some errors of grammar, punctuation and spelling.

**1-3**

The candidate displays an awareness of at least one way in which the family influences gender identities. 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 noticeable and intrusive.

**0**

No relevant sociological knowledge or understanding.

**A02a 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 engage with two ways in which the family influences gender identities. To locate in this band answers should select and analyse conceptual and/or theoretical data. 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 relevant sociological data. At the bottom of the band the interpretation will be limited.

**0**

No relevant interpretation or analysis.

**A02b Evaluation (4 marks)****3-4**

The candidate at the top of this band will clearly and explicitly evaluate ways in which the family influences gender identities. This may include commentary on the different experiences of families, the assumption of passive acceptance, resistance, and biological influences.

Candidates may refer to other agencies of socialisation. 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 the ways in which the family influences gender identities, making the evaluation basic. At the bottom of the band any evaluation will be based on common sense rather than sociological insight.

**0**

No relevant evaluation.

- (d) Discuss the view that men and women still have different social roles in the contemporary U.K. (26)

**A01: Knowledge and Understanding (14 marks)**

**Indicative Content (Other valid points may be offered)**

Candidates may draw from a range of roles, for example, examining daily life looking at roles in the family, at work, in leisure or religious roles or at popular culture where some celebrities behave in a sexually ambiguous way.

**Concepts -such as:**

Candidates may refer to concepts such as masculinities, femininities, hegemonic masculinities and femininities, patriarchy, homosexual, subordinate masculinities, ladettes, new lads, new man, ideology, and globalisation and social change.

**Studies such as:**

Abbott, Butler, Connell, Lees, Mac an Ghail, Oakley, Wilkinson

**Theory -most likely:**

Theories of masculinity, feminism, postmodernism

**11-14**

The candidate will display a range of knowledge and understanding of the concept of social role, masculine and feminine roles and associated 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 male and female roles in the contemporary UK. At the top of the band there will be clear understanding of the social roles of men and women with some reference to roles in the past and whether there has been change over time. Candidates will present material that directly answers the question. 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 role, masculine and feminine roles and associated evidence and ideas. Responses will be less well developed than in the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the view that roles are still gendered. Candidates will present material that answers the question. There may be occasional errors of grammar, punctuation and spelling.

**5-7**

The candidate will display some knowledge and understanding of the concept of role, masculine and feminine roles and associated evidence and ideas. Answers in this band will be largely descriptive. Responses will show partial knowledge and understanding and will be characterised by a lack of conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration. Candidates will present material that 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 role, masculine and feminine roles and associated evidence and ideas. 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 errors of grammar, punctuation and spelling.

**0**

No relevant knowledge or understanding.

**A02a 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 extent to which roles are still gendered in the contemporary UK. Candidates will engage in the debate. The data will either be relevant conceptual and/or empirical and/or theoretical evidence and could be used to support or refute the claim in the question.

**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 kinds of data, referring to roles in a vague way or to male or female roles only. At the bottom of the band the interpretation will be very limited.

**0**

No relevant interpretation or analysis.

**A02b Evaluation (8 marks)****Some points of possible evaluation**

**The best answers will use critical material to raise issues about restrictions placed upon males and females because of their gender. Some may evaluate through juxtaposing contrasting views. Others may adopt an evaluative tone.**

**7-8**

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that roles are still gendered. Anticipate sustained evaluation at this level, addressing both sides of the argument.

**5-6**

The candidate will show the ability to evaluate some of the available sociological evidence and arguments about the view that roles are still gendered. The evaluation in this band will be a narrower range than the band above, and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates may present a clear but one-sided or inadequately supported position.

**3-4**

The candidate will show the ability to make basic evaluation of the evidence and arguments about the view that roles are still gendered. The tone of this type of response will be assertive, probably one-sided, 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 roles are still gendered Any other points will be based on common sense assertion.

**0**

No relevant evaluation.

**Mark Scheme 2533  
June 2006**

**OPTION 1: The Family****Question 1**

- (a) Identify and explain two ways in which family life may differ according to ethnicity.**  
**[15]**

Candidates may elaborate on any two from the following:

- Higher rates of divorce among whites and Caribbeans
- Adults of South Asian origin most likely group to be married
- Evidence from Modood's research e.g. South Asians least likely to have lone parent families
- Conjugal roles
- Differences in relationships between parents and children
- Age of marriage
- Family structures e.g. strength of extended families in South Asian and Cypriot communities, prevalence of 'mother households' in some West Indian families
- Different experiences due to material disadvantage/discrimination related to family life
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two ways in which family life may differ according to ethnicity. At the top of the band, expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. 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 ways in which family life may differ according to ethnicity and of the associated sociological evidence and ideas. Evidence is more likely to be anecdotal rather than empirical or theoretical, perhaps drawing upon evidence from TV soaps. 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 family life may differ according to ethnicity. Sociological ideas may be marginally related or a narrow range of features accurately covered. 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 family life may differ according to ethnicity 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.

**(b) Outline and discuss the view that traditional forms of family life are disappearing in the contemporary UK. [30]**

There are a number of approaches to this question. Expect to see reference to some of the following;

- Changes from extended to nuclear families since the 1950's as well as more recent changes from traditional nuclear families to a range of diverse forms of households/family life including growth of single person households, single parents, re-constituted families, dual-worker families, forms of cultural diversity relating to ethnic, class and regional differences, gay and lesbian families.
- Changes in lifestyle within family life including changing leisure patterns e.g. Internet, computer games, televisions in bedrooms and differences as a result of changing work patterns. Candidates may refer to the impact of a selection of wider social changes on traditional family life including divorce legislation, culture of the individual, consumerism, secularization etc.
- The relevant theoretical contributions made by New Right, Functionalism, Marxism, Feminism and Post-modernism.
- The role of government policy in supporting or otherwise, traditional family forms.
- In evaluation, the persistence of localised mutually dependent kin, continuing popularity of marriage, ideological strength of notions of traditional family life and values, the role of informal networks of support organised by female kin. Candidates may distinguish between various groups in terms of continuing importance or otherwise, of traditional forms of family life.

**AO1 Knowledge and Understanding**

**8-9**

The candidate shows a range of knowledge and understanding of the view that traditional forms of family life are disappearing in the contemporary UK. At this level there may be conceptual and/or theoretical understanding and/or knowledge or 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. 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 traditional forms of family life are disappearing in the contemporary UK and of associated sociological ideas and concepts. Whilst answers may present knowledge and understanding of the arguments for the view and some knowledge of the continuing existence of traditional family forms, 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 that traditional forms of family life are disappearing in the contemporary UK and of some associated sociological ideas and concepts. Answers are unlikely to balance the arguments for the view against those regarding the continued existence of traditional family forms. 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 traditional forms of family life are disappearing 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that traditional forms of family life are disappearing in the contemporary UK. At the top of the band evidence will contain a high level of depth and/or breadth. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. This will be less developed at the bottom of the band. Material relating to class or 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 traditional forms of family life are disappearing in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument.

**4-5**

The candidate displays some ability to interpret different types of data about the view that traditional forms of family life are disappearing 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 about the view that traditional forms of family life are disappearing in the contemporary UK.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that traditional forms of family life are disappearing in the contemporary UK. Candidates may select from and use a range of arguments in evaluation, such as the arguments for the continuing existence of traditional family forms, family instability in the past and reference may be made to strong traditional family forms among certain class and ethnic groups. 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 traditional forms of family life are disappearing 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. A degree of balance should be evident.

**3-4**

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that traditional forms of family life are disappearing in the contemporary UK. Answers in this band may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

**1-2**

The candidate is aware of at least one issue involved in the evaluation of the view that traditional forms of family life are disappearing in the contemporary UK. The view will be either supported or refuted in a limited way.

**0**

No relevant evaluation.

**Question 2**

**(a) Identify and explain two reasons for the growth in dual career families. [15]**

Expect to see any two from the following:

- Feminisation of labour force and high levels of career mobility for some middle class women
- More egalitarian relationships (less patriarchal control)
- More flexible work patterns due to new technology in some fields
- Higher cost of living, especially housing
- Rise of consumerism
- Lower birth rate
- Increase in so-called 'family friendly' government policies, allowing parents greater flexibility to organise work and childcare.
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two reasons for the growth in dual career families and of the relevant associated sociological evidence and ideas. Understanding will be demonstrated by some contextualisation probably regarding changes in women's roles, impact of feminism. At the top of the band, class differences may be mentioned. In particular, the tendency for middle-class work to be more flexible, new technology allowing work from home, blurring of the home work divide and enabling either partner to work/share childcare. 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 reasons for the growth in dual career families 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 reasons for the growth in dual career families. 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 reason for the growth of dual career families 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.



**(b) Outline and discuss the view that the family is no longer patriarchal. [30]**

Expect to see reference to some of the following;

- Traditional arguments about increasing symmetry in conjugal roles (Wilmott and Young).
- Evidence of power sharing and decision-making between women and men within the family
- Greater economic independence of women leading to greater equality within the family
- Increased participation of men in family life generally
- The alleged crisis in masculinity
- Women instigate more divorce proceedings than men
- Postmodern arguments about diversity and choice e.g. women may exercise choice and opt for a domestic role
- Arguments about family diversity and the range of family types now evident in contemporary UK
- More sophisticated responses may refer to post-modern arguments about the redundancy of feminism as a monolithic theory.
- Interrogation of concept of the New Man as evidence for or against the view.
- In evaluation, a range of feminist evidence for continuing patriarchal control.

There are a number of approaches to this question. Good answers may balance the arguments for increased egalitarianism and/or diversity against evidence demonstrating continuing hierarchy and inequality, prevalence of domestic violence, the myth of family symmetry, triple shift, double burden, continuing gendered child-rearing practices re-enforcing divisions etc. Candidates should be rewarded for differentiating between feminist approaches.

**AO1 Knowledge and Understanding****8-9**

The candidate shows a range of knowledge and understanding of the view that the family is no longer patriarchal and of relevant sociological evidence and ideas. 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. Recognition of family diversity in terms of ethnic and class differences should be rewarded. 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 the family is no longer patriarchal. Whilst answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis will be relatively neglected. 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 family is no longer patriarchal and of associated evidence and ideas. Answers are unlikely to balance the arguments for and against the view. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in any conceptual and/or empirical and/or theoretical substance. 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 the family is no longer patriarchal. 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the family is no longer patriarchal. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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. 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 the family is no longer patriarchal. Expect to see discussion of some arguments for and against the view and some relevant evidence but treated in an unbalanced or more superficial way.

**4-5**

The candidate displays some ability to interpret different types of data about the view that the family is no longer patriarchal. More than one dimension to the argument 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 the family is no longer patriarchal.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the family is no longer patriarchal. Expect to see explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing aspects of both sides of the discussion. At the top of the band, more sophisticated responses may evaluate the impact of family diversity and/or the contribution of feminist positions. 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 the family is no longer patriarchal. 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 related to the view that the family is no longer patriarchal. 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 view that the family is no longer patriarchal. The view will be either supported or refuted in a limited way.

**0**

No relevant evaluation.

**OPTION 2: Mass Media****Question 3**

- (a) Identify and explain two ways in which the media may be said to create ethnic stereotypes.** [15]

Candidates may elaborate on any two from:

- Stereotypes drawn from a range of ethnic groups including Afro-Caribbeans, Asians, Irish, Scottish, Welsh, English etc.
- Tendency of the media to associate black people with physical rather than intellectual activities
- Evidence drawn from studies by Hartmann and Husband, Hall, van Dijk, Benthall
- Examples of commonly used stereotypes e.g. black people as a threat, as criminals, as abnormal, as unimportant, as dependent.
- Reference to particular media products e.g. soap operas, and their use in creating stereotypes.
- Role of media professionals and/or media processes in creating stereotypes
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two ways in which the media may be said to create ethnic stereotypes and of relevant sociological evidence and ideas. Examples may be used as illustration and these, if used, should be relevant and clearly explained. Understanding of the term stereotype will be clear, although it may not be explicitly defined. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. 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 ways in which the media may be said to create ethnic stereotypes and of associated sociological evidence and ideas. Answers in this band will be less developed and/or unsupported by relevant examples. The level of elucidation will be less wide-ranging than in the previous band and 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 ways in which the media may be said to create ethnic stereotypes and of some associated sociological evidence and ideas. Examples may be given but the media's role in creating stereotypes may not be made explicit. Understanding of the term stereotype may be vague. 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 example of a way in which the media may be said to create ethnic stereotypes and/or 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.

- (b) Outline and discuss the view that the use of stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. [30]**

There are a number of approaches to this question. Candidates may focus on females, males or both, with some candidates referring to both. Use of stereotypes in the media should be discussed and there may be some debate about the nature of media reality with reference to postmodernism likely in this respect. As well as postmodernism, there may be reference to various feminist explanations of gender representations. Expect to see some of the following:

- Females: There may be some evidence presented and discussed for the view e.g. Meehan's typology, dumb blonde stereotype, Ferguson on magazines, women as fearful, victims etc.
- Females: Substantive examples may be given from well-known media products and the wider context may be referred to.
- In evaluation, evidence of women situated in non-traditional roles e.g. Prime Suspect, ladettes
- Males: Traditional stereotypes, in particular the hypermasculinity revival (Stallone, Willis, Russell Crowe), persistence of patriarchy in mainstream representations.
- In evaluation, evidence concerning changing roles/ identities may be discussed including Connell, Crisis in masculinity etc and illustrated through media products like Full Monty etc.
- There may be some discussion of gender roles in respect of media portrayals of relationships between women and men, either in support of, or refuting the view e.g. the New Man, feminisation of masculinity
- There may be some discussion of wider social context and the media's response.

### **AO1 Knowledge and Understanding**

#### **8-9**

The candidate shows a range of knowledge and understanding of the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. Concepts and/or empirical and/or theoretical knowledge will be demonstrated and some reference to studies may be evident e.g. McRobbie, Ferguson, Tuchman, Connell. At the top of the band answers will possess depth, detail and/or breadth. 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 the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK and of associated sociological evidence and ideas. Answers may focus in depth on one or two key areas of 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 use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK and of some associated sociological evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance. 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 the use stereotypes in the media fail to represent the reality of gender roles 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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 view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. At this level there will be less range and examples presented will be more superficial and anecdotal than in the previous band.

**4-5**

The candidate displays some ability to interpret different types of data about the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. A limited range of examples will be presented some of which will be of marginal relevance.

**1-3**

The candidate displays limited ability to use at least one form of data about the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence; arguments and alternative explanations about the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. The level of discussion will sustain relevance and coherence. Expect to see explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments aspects of both sides of the view. 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 the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal evidence to counter the view. A degree of balance should be evident.

**3-4**

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view entirely at the expense of the other.

**1-2**

The candidate is aware of at least one issue involved in the evaluation of the view that the use stereotypes in the media fail to represent the reality of gender roles in the contemporary UK.

**0**

No relevant evaluation.

**Question 4**

- (a) Identify and explain two ways in which representations of violence in the media are controlled.** [15]

Candidates may elaborate on any two ways such as:

(less formal ways)

- Intervention of owners
- Financial considerations
- Influence of advertisers
- Market forces, audiences, readership
- Media personnel's decisions

(Formal regulatory mechanisms)

- Legal constraints
- Watershed
- Activities of the British Board of Film Censors
- Internal regulation e.g. Press Council
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two ways in which representations of violence in the media are controlled. Examples to illustrate the form of control may be included and should be relevant and clearly explained. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. 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 ways in which representations of violence in the media are controlled and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical. There may be a general or partial knowledge and understanding of how violence in the media is controlled. 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 representations of violence in the media are controlled but the relationship of the examples to the concept of control may not be made clear. 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 example of a way in which representations of violence in the media are controlled and/or one associated sociological idea or concept. The material presented will be sparse and lacking detail and understanding is vague or imprecise. 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.



**(b) Outline and discuss the view that moral panics are created by the media. [30]**

There is a range of approaches to this question. Candidates may refer to some of the following aspects:

- Construction of moral panics by the media for their own purposes (good news is bad news)
- Processes involved in the construction of news e.g. gate-keeping, agenda-setting, news values, the criteria identified by Galtung and Ruge as crucial to the selection and framing of news and how these may impact on creation of moral panics.
- Ways in which the media is skewed in favour of certain groups or against other e.g. the young, ethnic minorities, homosexuals
- Marxist arguments relating to ideological control, false consciousness and the ways in which social inequality is justified and maintained (Stuart Hall on 'Mugging')
- GUMG on cultural hegemony and the representation of some groups as scape-goats/folk devils and threats to moral/social order
- Feminist arguments challenging the media's portrayal of 'girl power', girl gangs, ladettes, thus highlighting the media as a tool of patriarchal control
- The role of the media in amplifying the behaviour concerned e.g. drug use, asylum seekers claiming benefits, raves, Mods and Rockers, mugging etc
- The impact of owners on content in relation to moral panics
- In evaluation, the view that the media is solely responsible for causing moral panics may be challenged by evidence demonstrating a real threat to the social or moral order or genuine public concern. Other factors such as the role of government in fuelling moral panics by selective briefings and manipulation of statistics, the influence of audience on media professional's decisions when constructing news (newsworthiness), post-modern views on the nature of reality. Discussion of moral panics as either intended or unintended consequence of media processes.

**AO1 Knowledge and Understanding****8-9**

The candidate shows a range of knowledge and understanding of the view that moral panics are created by the media. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. Knowledge of counter arguments to the view in the question will be clearly presented and understanding of the relationship between media processes and the creation of moral panics clearly demonstrated. 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 moral panics are created by the media and of some associated sociological evidence and ideas. Answers will be less wide ranging perhaps focussing in depth on one or two key areas of relevance. Evidence may be more anecdotal than empirical and/or theoretical at the bottom of the band. Knowledge and understanding of counter-arguments may be partial and understanding of the relationship between media processes and the creation of moral panics more vague and unclear than in the band above. 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 moral panics are created by the media and of some associated evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in theoretical substance. 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 moral panics are created by the media. 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that moral panics are created by the media. At the top of the band, a range of arguments and evidence in support of and against the view will be presented. At the top of the band evidence will contain a high level of detail, depth and/or breadth. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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 view that moral panics are created by the media. At this level there will be less range and examples will be superficially explained in terms of their relevance to the view or 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 moral panics are created by the media or relevant points feature but are poorly organised in a loosely focussed interpretation of the extent to which it is the media that creates moral panics.

**1-3**

The candidate displays limited ability to use at least one form of data about the view that moral panics are created by the media.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that moral panics are created by the media. The level of discussion will sustain relevance and coherence. Some candidates may refer to post-modern views about the nature of reality and/or discussion of a range of factors as well as the media which may cause moral panics. Expect to see explicit evaluation of sociological concepts and/or empirical evidence and/or theoretical arguments addressing aspects of both sides of the argument. 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 moral panics are created by the media. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal references to counter the view.

**3-4**

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that moral panics are created by the media. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here will tend to be more superficial and/or inaccurate than in the above bands and will concentrate on one side of the view entirely at the expense of the other.

**1-2**

The candidate is aware of at least one issue involved in the evaluation of the view that moral panics are created by the media. The view will be either supported or refuted in a limited way.

**0**

No relevant evaluation

**OPTION 3: Religion****Question 5**

**(a) Identify and explain two ways in which religion may control sexuality. [15]**

Candidates may elaborate on any two from:

- Stance on moral issues and legislation e.g. abortion, divorce, age of consent, homosexuality etc
- Some religions oppose contraception and abortion
- Stance on promiscuity, sex outside of/before marriage
- Acts as an 'opiate'/compensation, preventing action against inequalities relating to sexuality
- Can have an integrating effect promoting unity and providing ideological stance favouring traditional views of sexuality
- Oppressive for women
- Oppressive for gay and lesbian people
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two ways in which religion may control sexuality and of associated sociological ideas and concepts. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. 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 ways in which religion may control sexuality and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and examples given may be vague and distinctions between them less clear than in the previous band. 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 religion may control sexuality and of some relevant sociological evidence and ideas. Examples are unlikely to be provided. 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 religion may control sexuality and/or 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.

**(b) Outline and discuss the view that religion can be a force for social change. [30]**

There is a range of approaches to this question. There may be discussion of Weber's theory with Marxism and/or Functionalism presented as counter-arguments. Reference to dimensions of class, gender, ethnicity and age and their interaction with religion and social change may be made. Candidates may include some of the following:

- Calvinists and the 'Spirit of Capitalism'
- Liberation Theology in some countries
- Martin Luther King and Civil Rights movement in USA
- Ghandi's actions to bring change in India
- Influence of religion on social action in countries like Northern Ireland, Bosnia, Iran etc.
- Impact of fundamentalism on marginalised groups e.g. Nation of Islam
- Relationship between religion and culture and identity
- Any other reasonable response

In evaluation, evidence of the extent to which specific religious groups embrace and/or are tolerant of the status quo and are thus inherently conservative. Postmodernist arguments may be used to suggest that religion has become more individualistic and consumerist in nature and has therefore lost its ability to bring about social change. Elements of the secularisation debate may be discussed in the context of the continuing ability of religion to be a force for change but this kind of response should remain focused on the question.

**AO1 Knowledge and Understanding****8-9**

The candidate shows a range of knowledge and understanding of the view that religion can be a force for social change and of relevant sociological ideas and concepts. At the top of the band expect to see clear reference to a range of groups, with some relevant examples in support of points presented and answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. 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 view that religion can be a force for social change 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 a tendency to focus on one aspect of the view. Knowledge and understanding of counter-arguments may be partial. 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 religion can be a force for social change and of some associated sociological ideas and concepts. A simple outline of some of the issues involved 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 view that religion can be a force for social change 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion can be a force for social change. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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 view that religion can be a force for social change. At this level there will be less range and examples will be more superficially explained in terms of their relevance to the view than in the band above.

**4-5**

The candidate displays some ability to interpret different types of data about the view that religion can be a force for social change. Candidates may refer to a few substantive examples, but they may be 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 view that religion can be a force for social change.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence; arguments and alternative explanations about the view religion can be a force for social change. There will be an argued case sustaining relevance, 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 others.

**5-7**

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion can be a force for social change. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates may present judgements or summaries in relation to some appropriate material but the level of discussion will be more superficial than in the previous band. There should be a degree of balance.

**3-4**

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that religion can be a force for social change. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Only one side of the view will be advanced and inadequately supported.

**1-2**

The candidate is aware of at least one issue involved in the evaluation of the view that religion can be a force for social change.

**0**

No relevant evaluation.

**Question 6**

**(a) Identify and explain two ways in which sects and cults may differ from each other.**

**[15]**

Expect to see reference to any two from the following:

- Sects tend to have exclusive membership, cults are inclusive
- Leadership in sects is charismatic and democratic in cults
- Sects claim a monopoly of truth, cults are more pragmatic
- Sects demand total commitment from members, cults do not
- Reference to Wilson's or Wallis' typology
- Any other reasonable response.

Relevant examples although not essential, should be rewarded e.g. Sects – Moonies, Branch Davidians, Jehovah's Witness, Christian Scientists, Heaven's Gate followers, Cults – TM, Scientology, Spiritualism, New Age ideas.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two ways in which sects and cults may differ from each other. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. Distinctions between sects and cults should be made clear for each way they differ. 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 sects and cults may differ from each other 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 distinctions between them less clear. 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 sects and cults may differ from each other and of some relevant sociological ideas and concepts. 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 example of a way in which sects and cults may differ from each other and/or 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.



**(b) Outline and discuss the view that the existence of New Religious Movements is evidence of the continuing appeal of religion. [30]**

Expect to see a presentation of evidence of the continuing appeal of religious institutions with the existence of New Religious Movements as the focus for the discussion. Candidates may refer to some of the following aspects:

- Luckmann on the transformation and privatization of religion as evidence of NRMs role in the continuing appeal of religion
- Heelas on the New Age
- Post-modern ideas about 'the spiritual shopper' indicate that religion is still on the agenda and part of a contemporary social ethos as evidenced through NRMs
- Arguments relating to religious pluralism as both evidence of continuing appeal and decline of religion

In evaluation:

- Berger's view that religious pluralism represents a dilution of belief
- Bruce's view that religious pluralism undermines the communal base of belief and his assertion that religious diversity is less about belief and more about its social importance.
- Postmodernist arguments about 'the spiritual shopper' reducing religion to a commodity, Bauman on postmodernity and religion.
- Giddens on religion and high modernity.
- NRMs as marginal, trivial and usually short-lived i.e. a transitional phase from religious commitment to secular belief
- Greater significance of the increase in some established world religions e.g. Islam
- Issues of class, gender, ethnicity and/or age and the appeal of different forms of religion to different social groups may be discussed
- Issues of defining religiosity and secularisation and evaluative points about assessing historical evidence about the importance of religion in the past.

### **AO1 Knowledge and Understanding**

#### **8-9**

The candidate shows a range of knowledge and understanding of the view that the existence of New Religious Movements is evidence of the continuing appeal of religion. Knowledge of the various NRMs may be presented. Answers may draw heavily on the secularisation debate but the focus will be fixed on the existence of NRMs. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. Knowledge of counter arguments to the view in the question 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 view that the existence of New Religious Movements is evidence of the continuing appeal of religion and of associated sociological ideas and concepts. Examples will be less developed and may lack some coherence and relevance. There may be a tendency to focus on one aspect of the view and evidence may be more anecdotal than empirical and/or theoretical at the bottom of the band. Knowledge and understanding of counter-arguments may be partial. 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 existence of New Religious Movements is evidence of the continuing appeal of religion and of some associated sociological ideas and concepts. A simple outline of some aspects of the secularisation debate is likely with anecdotal evidence presented. This may be uneven with concentration on one-side of the view at the expense of the other. 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 the existence of New Religious Movements is evidence of the continuing appeal 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the existence of New Religious Movements is evidence of the continuing appeal of religion. This may be drawn from data on the existence and/or growth of NRMs, detailed discussion of examples of declining/increasing religious belief and/or practice. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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 view that the existence of New Religious Movements is evidence of the continuing appeal of religion. At this level there may be less range and 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 the existence of New Religious Movements is evidence of the continuing appeal of religion. Relevant points may feature but be poorly organised in a loosely focused interpretation of the extent to which the existence of New Religious Movements is evidence of the continuing appeal of religion.

**1-3**

The candidate displays limited ability to use at least one form of data about the view that the existence of New Religious Movements is evidence of the continuing appeal of religion.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the existence of New Religious Movements is evidence of the continuing appeal of religion. 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 others.

**5-7**

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the existence of New Religious Movements is evidence of the continuing appeal of religion. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates will present judgements or summaries in relation to some appropriate material, or advance a clear but partial and less adequately supported position.

**3-4**

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the existence of New Religious Movements is evidence of the continuing appeal 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 view that the existence of New Religious Movements is evidence of the continuing appeal of religion.

**0**

No relevant evaluation.

**OPTION 4: Youth and Culture****Question 7**

- (a) Identify and explain two ways in which male and female subject choice in education differs. [15]**

Candidates may elaborate on any two from:

- Despite National Curriculum, still differences post-16. Males outnumber females in science and technical subjects apart from Biology.
- Males predominate in Geography, Economics and P.E. while females are highly represented in English, Modern Languages and Social Studies
- Similar patterns in H.E. – more males in Physics, Maths, Engineering and Technology, Architecture, Building and Planning
- More girls take academic rather than vocational courses compared to boys, possibly reflecting their higher levels of achievement at GCSE
- Explanations could include influence of early socialisation, patriarchal ideologies, role models in occupational sectors, in-school factors such as the learning environment or attitudes of educational professionals
- Explanations may draw on the work of Sharpe, Kelly, Colley etc.
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two ways in which male and female subject choice in education differs and of relevant sociological ideas and concepts. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined in explanations of both ways. 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 ways in which male and female subject choice in education differs and of associated sociological ideas and concepts. Expect to see points supported by relevant examples. Explanations are 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 ways in which male and female subject choice in education differs and of some sociological ideas and concepts. The breadth of discussion will be more limited and the distinctions between the differences may be vague and unclear. 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 difference and/or explanation of a way in which male and female subject choice in education differs and/or 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.

**Question 7**

- (b) Outline and discuss the view that school subcultures are a product of the social class background of the young people involved. [30]**

In evaluation candidates may refer to factors inside schools that may lead to the development, or influence the shape of, pro and/or anti school subcultures. Expect to see discussion of some of the following:

- Problems of unemployment, loss of community etc
- Typing, streaming, banding on the basis of social class leading to formation of subcultures
- Reference to relevant studies e.g. Willis, Hargreaves, Lacey, Ball, Brown, Riseborough
- In evaluation, pupil subcultures as a response to agents of social control e.g. parents, police, media etc
- In evaluation, manufacture of identity commercially driven
- In evaluation, discussion of other relevant factors such as gender and ethnicity, reference to concepts e.g. crisis in masculinity, patriarchy
- In evaluation, school subcultures as a response to factors within school e.g. institutional racism, discrimination by teachers in terms of gender
- In evaluation, functionalist arguments about the value of youth culture generally

**AO1 Knowledge and Understanding****8-9**

The candidate shows a range of knowledge and understanding of the view that school subcultures are a product of the social class background of the young people involved and of relevant sociological evidence and ideas. Answers should be well informed conceptually and/or empirically and/or theoretically about pupil subcultures and the extent to which they reflect issues of social class. At the top of the band answers will possess depth, detail and/or breadth. 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 school subcultures are a product of the social class background of the young people involved and of associated sociological evidence and ideas. At this level, the emphasis may be more anecdotal than empirical. A broad generalised or partial knowledge of particular subcultures may be demonstrated and the extent to which they are responses to wider factors 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 of the view that school subcultures are a product of the social class background of the young people involved and of some associated sociological evidence and ideas. 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 school subcultures are a product of the social class background of the young people involved 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that school subcultures are a product of the social class background of the young people involved. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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 view that school subcultures are a product of the social class background of the young people involved. At this level there will be less range and evidence will be superficially explained in terms of its relevance to the view. Relevant evidence will be presented but may be poorly organised in a loosely focussed interpretation of the extent to which school subcultures are a product of the social class background of the young people involved.

**4-5**

The candidate displays some ability to interpret different types of data about the view that school subcultures are a product of the social class background of the young people involved. 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 about the view that school subcultures are a product of the social class background of the young people involved.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that school subcultures are a product of the social class background of the young people involved. The level of discussion will sustain relevance and coherence. There may be reference to the impact of gender, and ethnicity. 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 school subcultures are a product of the social class background of the young people involved. 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 related to the view that school subcultures are a product of the social class background of the young people involved. 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 school subcultures are a product of the social class background of the young people involved. The view will be either supported or refuted in a limited way.

**0**

No relevant evaluation.

**Question 8**

**(a) Identify and explain two reasons for the development of youth subcultures. [15]**

Candidates may elaborate on any two from:

- Issues of status, values, styles, cultural tastes, behaviour etc
- Factors specifically related to gender, ethnicity, class
- Influence of media, consumption etc
- Explanations may draw on Functionalist, subcultural, Feminist, Marxist theories or the work of the CCCS on construction of meanings, postmodernist views
- Candidates may offer reasons relating to development of youth culture generally e.g. social change, globalisation, increasing economic power of young people, media, consumption, longer transitional period for youth with extended education. These should be rewarded if accurate.
- Any other reasonable response.

**AO1 Knowledge and Understanding****13-15**

The candidate shows a range of knowledge and understanding of two reasons for the development of youth subcultures. There may be explicit reference to class, gender and/or ethnicity and the youth subcultures associated with them. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. 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 reasons for the development of youth subcultures and of associated sociological evidence and ideas. The level of elucidation will be less wide-ranging than in the previous band and evidence, although accurate 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 reasons for the development of youth subcultures and of associated sociological evidence and ideas. The breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. 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 example of a reason for the development of youth subcultures and/or one associated 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.



**Question 8**

- (b) Outline and discuss the view that sociological research into youth subcultures has neglected the experience of females. [30]**

The question may be answered by looking at the malestream bias of sociology, the greater involvement of males in youth subcultures and/or may challenge the view by referring to studies which have investigated females. Expect to see some of the following;

- Reference to a range of significant studies of youth subcultures which neglect females e.g. those from the CCCS and McRobbie's critique of the CCCS

Consideration of reasons why females have been neglected may include:

- Extent to which males have occupied the public sphere and, therefore, been the subjects of more research.
- Ways in which the socialisation and social control of females restricts their movements and gives them less opportunity to participate in visible youth subcultures

Further evaluation may include:

- Evidence of females' participation in youth subcultures through girl gangs, Ragga Girls, ladettes
- Reference to a range of research which looks at the experience of females e.g. McRobbie, Campbell, Keddie
- Distinctions may be drawn between earlier more male-focused sociology and recent research influenced by the feminisation of the discipline.
- Ethnicity and class may be referred to in terms of the differential level of involvement
- Discussion of post-modern views on changing gender identities

**AO1 Knowledge and Understanding****8-9**

The candidate shows a range of knowledge and understanding of the view that sociological research into youth subcultures has neglected the experience of females, and of relevant sociological evidence and ideas. At the top of the band answers may be well informed conceptually and/or empirically and/or theoretically about a range of subcultures and the extent to which males and females have been involved and/or were the focus of sociological interest. Answers at the top of the band answers will possess depth, detail and/or breadth. 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 sociological research into youth subcultures has neglected the experience of females and of associated sociological ideas and concepts. At this level the emphasis may be more anecdotal than empirical and/or theoretical. A broad generalised or partial knowledge of particular groups 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 of the view that sociological research into youth subcultures has neglected the experience of females and of some associated sociological ideas and concepts. 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 sociological research into youth subcultures has neglected the experience of females 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****10-12**

The candidate shows the ability to select and analyse data appropriate to the view that sociological research into youth subcultures has neglected the experience of females. A range of evidence which highlights the extent of male/female involvement or otherwise may be presented. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. 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 view that sociological research into youth subcultures has neglected the experience of females. Relevant examples will be presented but answers may be poorly organised with a loosely focussed interpretation of the extent of representation in studies. At this level there will be less range and examples 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 sociological research into youth subcultures has neglected the experience of females. 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 about the view that sociological research into youth subcultures has neglected the experience of females.

**0**

No relevant interpretation and analysis

**AO2b Evaluation****8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that sociological research into youth subcultures has neglected the experience of females. There will be an argued case sustaining relevance, 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 others.

**5-7**

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that sociological research into youth subcultures has neglected the experience of females. 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 related to the view that sociological research into youth subcultures has neglected the experience of females. 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 sociological research into youth subcultures has neglected the experience of females. The view will be either supported or refuted in a limited way.

**0**

No relevant evaluation.

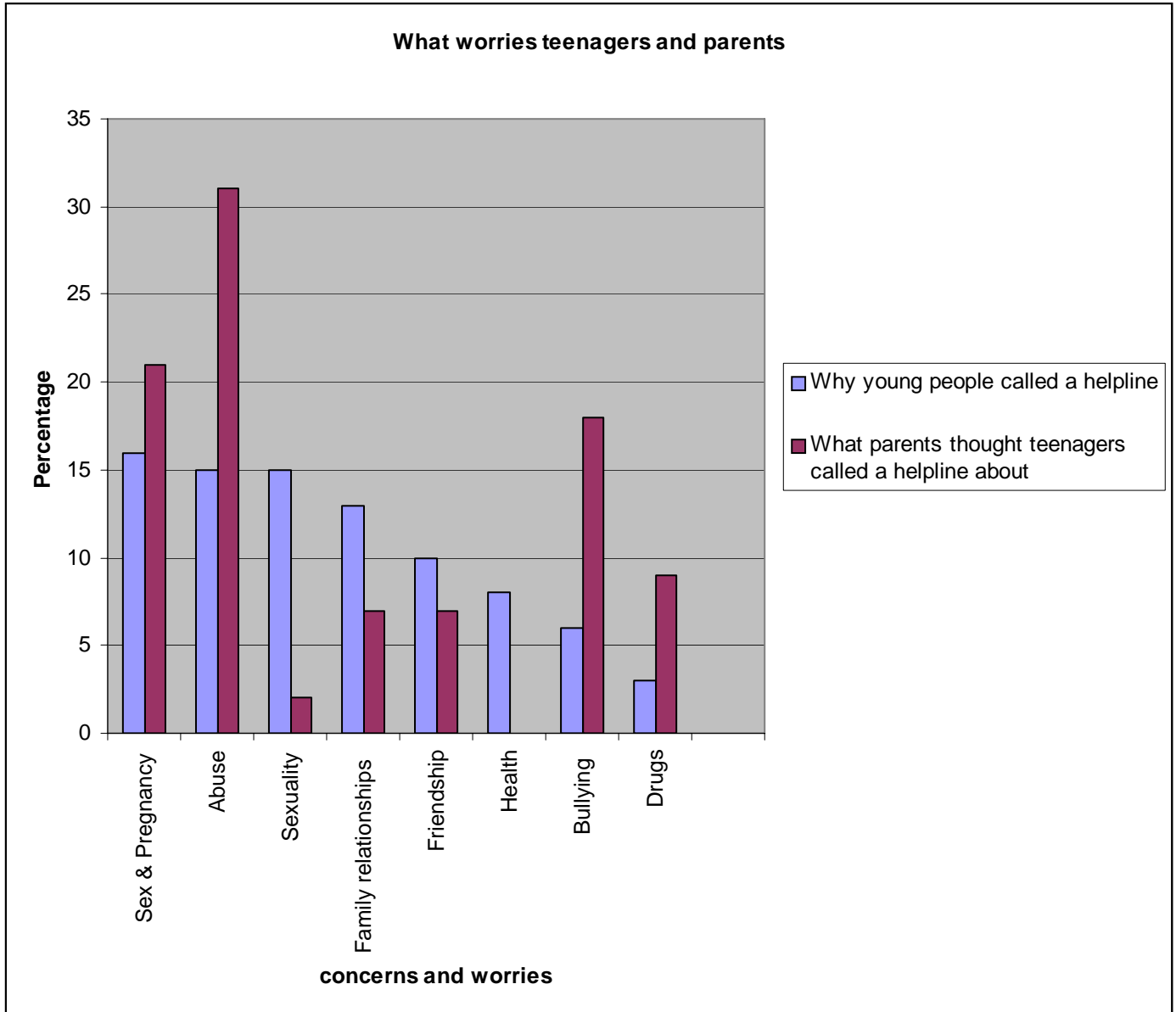


**Mark Scheme 2534  
June 2006**

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



**ITEM B**

You have been asked to consider a research design in terms of its reliability, validity, representativeness and generalisability. The research is about investigating the experiences of some 18-24 year old single people who are choosing to house-share with other young adults, rather than live alone or with parents. The research design consists of:

- Using recent Census data to select a city with a relatively high proportion of 18-24 year olds;
- Selecting a sample through contacting 'room to let' adverts in local newspapers and letting agencies;
- Carrying out group interviews with house-sharers, focusing on their experiences of sharing;
- Issuing structured questionnaires to the house-sharers to examine individual reasons for sharing a house.

**Questions**

**(a) Briefly explain the concept of validity** **[6]**

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

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

- Methods / research techniques which are linked to being high in validity
- Relationship with theory
- Examples of sociological research which is associated with the concept.

**4-6**

At the top of this band, responses display a range of knowledge and understanding of the concept 'validity' and responses will directly address the question. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept. Typically responses may include material that confuses some aspects but 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 'validity' 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 two main differences between what parents think teenagers ring helplines about and why teenagers actually ring helplines [8]

### AO2a Interpretation and Analysis

Accept any two from:

- Abuse – 15% of teenagers phone helplines about abuse, compared to approx. 32% of parents who think children phone about abuse. This is a difference of approx. 17%/double.
- Sexuality – 15% of teenagers phone helplines about sexuality compared to 2% of parents who think children phone about sexuality. This is a difference of approx 13%.
- Bullying – 6% of teenagers phone helplines about bullying, compared to 18% of parents think children phone about bullying. This is three times the difference.
- Health – Approximately 8% of teenagers phoned helplines about health but no adults did. A difference of 8%.

#### 7-8

Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main differences. Award full marks to different responses that clearly identify **two** points from those listed above.

Candidates who identify two main differences 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 in one 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 differences. 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 identify only one main difference without any accurate reference to a second. 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 main difference, without any references to the statistics or scale of difference. 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

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

Weaknesses

- The representativeness of the sample (one area; non-random sampling);
- Validity or reliability issues of one of the methods: group interviews; structured questionnaires.
- Ethical issues (questioning housemates about each other)
- Any other reasonable response.

**AO1 Knowledge and Understanding (inc. Presentation and Understanding)**

- Knowledge and Understanding of a key concept
- Explanation of the strength or weakness

**7-8**

The candidate will display a range of knowledge and understanding. Responses 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 for each strength / weakness. At the bottom of the band, explanation for either the strength or the 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**

Responses will display 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 may be left implicit and / or partial. The candidate may focus on:

- One strength **or** one weakness in an accurate and conceptually detailed way, but references to another strength or weakness may be under-developed;
- One strength **and** one weakness, both underdeveloped, but including partial (or implicit) knowledge and understanding 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**

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

- Identify only one strength **or** one weakness, explaining it fully;
- Identify one strength **and** one weakness, but explanation will be partial and will probably not include any accurate references 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**

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

- Identify 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 offer one strength **or** one weakness without any explanation.

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

**0**

No relevant points

**AO2a Interpretation and Analysis**

- Ability to accurately interpret and analyse with reference to the context i.e. – house sharing
- Ability to show the effects of the strength and weakness on the aims of the research.

**7-8**

Responses display the ability to select appropriate elements from the research design for analysis. At the top of this band, answers will clearly and accurately explain how one of the features of the research design could be regarded as a strength / weakness in relation to the given context and the aims of the research. At the bottom of this band, answers will be less developed for either the strength or the weakness.

**5-6**

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 how the strength / weakness affects the research aims. Alternatively, candidates will select one strength **or** weakness and subject it to full analysis. At the bottom of this band, one strength **or** one weakness may not be contextualised.

**3-4**

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**

Responses display a limited ability to select from appropriate elements of the research design 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**

No relevant points

**(d) Outline and assess one sociological research method of collecting information on whether concerns about children are different between mothers and fathers. [30]**

The most appropriate methods for this research are:

- Questionnaires
- Interviews
- Personal diaries
- Any other reasonable method
- NB – participant observation is not an appropriate method as “concern” cannot be observed.

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 results/research
- Reliability of the method
- Representativeness & Generalisability of the sample

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

**15-18**

Answers display a range of knowledge and understanding of a research method by identifying and outlining an appropriate method of data collection. Responses should demonstrate knowledge and understanding of the key research concepts and how their chosen method relates to the wider research process. There should be a clear link established between the data collection technique and the context of the research i.e. whether concerns about children are different between mothers and fathers. Answers that build their responses around the context will be a hallmark of those located at the top of this band. 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. At the bottom of this band, knowledge and understanding of concepts/process/context may be accurate but underdeveloped. 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 reference to one or two 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**

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 the research process. Responses at the top of this band will develop a sustained and contextualized evaluation. 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 contextualisation. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.

**7-8**

Answers identify and develop some evaluation in relation to the key concepts. Answers in this band will be less well developed at sustaining an assessment of the data collection technique. At the bottom of this band there may be a tendency towards general commentary, rather than an assessment of the issues related specifically to the research task. Answers should express a judgment on how effective the method may be in relation to the research concepts.

**4-6**

Answers offer a basic evaluation. At the bottom of the band, responses may focus on a narrow range of predominantly practical issues related to general issues of data collection. Reference to key concepts will be either implicit, partial or inaccurate. Typically this may be a short list of potential strengths and weaknesses left undeveloped and disconnected to 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]**

**Mark Scheme 2536**  
**June 2006**

**Question 1 Outline and assess feminist explanations of crime and deviance.**

Expect to see a clear understanding of feminist theories. Issues will be discussed such as the official statistics on gender differences in criminal activity, self report and victimisation studies, sub-cultures, womens' liberation, control theories, gender socialisation, gender roles, masculinity and femininity. Expect to see responses using concepts such as subculture, chivalry, control, femininity, masculinity, gender roles, socialisation, liberation.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Stanko; Smart; Heidensohn; Carlen; Dobash and Dobash; Adler; Campbell; Box.

**AO1 Knowledge and understanding [0-28 marks]****22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to feminist explanations of crime and deviance.

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 relevant to feminist explanations of crime and deviance. Accurate references to feminism 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 feminist explanations of crime and deviance. Responses in this band are likely to provide a 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 and understanding of some aspects of concepts, evidence or theory relating to feminist explanations of crime and deviance. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. discussion about social class and crime. Errors of grammar, punctuation and spelling will be noticeable and intrusive.

**0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of feminist explanations of crime and deviance. This may focus on female patterns of offending. Specific issues such as subcultures, control theory, the chivalry thesis, the measurement of crime, gender roles and socialisation, female crime and women's liberation may be discussed. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of feminist explanations of crime and deviance. Responses in this band will either be narrowly focussed on one issue e.g. control theory 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 crime and deviance. 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 feminist explanations of crime and deviance. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 measurement of crime, the impact of feminism, the validity of control theory, the changing nature and extent of female offending.

**9-12**

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgement about, or summarising some arguments about feminist explanations of crime and deviance 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**

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 explanations of social class differences in patterns of crime.**

Except to see a clear understanding of theories such as subcultural, Marxist, functionalist, feminist, interactionist, post-modernist, realist theory. Issues will be discussed such as the nature of class differences in patterns of crime, white collar crime, crimes of the powerful/corporate crime, the measurement of crime, the role of the law, the nature of policing, the significance of sub-culture. Concepts such as subculture, focal concerns, labelling, white collar crime, crimes of the powerful/corporate crime, relative deprivation, marginalisation, underclass, folk devils, moral panics, military policing, negotiation, discretion will be used.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Lea and Young; Cohen; Miller; Hall; Chambliss; Snider; Box.

**AO1 Knowledge and understanding [0-28 marks]**

**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to explanations of social class differences in patterns of crime. 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 relevant to sociological explanations of social class differences in patterns of crime.

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 social class differences in patterns of crime.

Responses in this band are likely to provide a rather basic account of sociological explanations of social class differences in patterns of crime 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 sociological explanations of social class differences in patterns of crime.

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

**0**

No relevant sociological points.



**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations of social class differences in patterns of crime. This may focus on theoretical explanations of offending relating to social class. Issues such as the social construction of statistics, the role of the law and policing, the nature of social class subcultures, power and inequality in society will be discussed. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations of social class differences in patterns of crime.

Responses in this band will either be narrowly focused on one issue e.g. sub culture thesis 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 social class differences in patterns 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 explanations of social class differences in patterns of crime. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 inadequacy of different explanations, the continued relevancy of social class, whether the statistics relating to offending are accurate, whether age, ethnicity and gender are more significant than social class in explaining patterns of crime.

**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 social class differences in patterns of crime. 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**

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 the view that schools reproduce social class inequalities.**

Expect to see a clear understanding of theories such as interactionism, Marxism, labelling theory. Issues will be discussed such as labelling, the classification of pupils by streaming, banding and setting, the organisation and content of the curriculum, the self-fulfilling prophecy, ideal pupil stereotypes, the effect of the hidden curriculum. Expect to see responses using concepts such as banding, setting, streaming, labelling, the self-fulfilling prophecy, typing, subculture, resistance.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Bourdieu; Bowles and Gintis; Ball; Becker; Hargreaves; Althusser; Willis.

**AO1 Knowledge and understanding [0-28 marks]****22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to the view that schools reproduce social class inequalities. 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 relevant to the view that schools reproduce social class inequalities. 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 explaining the view that schools reproduce social class inequalities. Responses in this band are likely to provide a rather basic account of the view that schools reproduce social class inequalities, 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 schools reproduce social class inequalities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. factors in the home. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of the view that schools reproduce social class inequalities. This will focus on theories and issues such as labelling, the function of the hidden curriculum, the nature of classroom interaction, the effect of the self-fulfilling prophecy, the classification of pupils, the organisation of knowledge. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that schools reproduce social class inequalities.

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 schools reproduce social class inequalities. 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 schools reproduce social class inequalities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 adequacy of different theories e.g. the determinism of labelling, the extent to which ethnicity and/or gender are more significant than social class, the importance of factors outside of school e.g. the home, the extent of pupil resistance to processes within schooling.

**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 schools reproduce social class inequalities. 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**

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.

#### **4 Outline and assess sociological explanations of ethnic differences in educational achievement.**

Expect to see a clear understanding of theories such as interactionism, Marxism, feminism, functionalism, new right theory. Issues will be discussed such as teacher labelling and expectations, the classification of pupils, stereotyping of pupils, institutional racism, cultural and material factors, language differences, the nature of the curriculum. Expect to see responses using concepts such as labelling, stereotyping, ethnocentricity, setting, institutional racism, self-fulfilling prophecy, resistance, subcultures, curriculum, social exclusion, typing.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Wright; Swann; Gillborn; Coard; Mac an Ghail; CRE; Mitsos; Madood.

#### **AO1 Knowledge and understanding [0-28 marks]**

##### **22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to sociological explanations of ethnic differences in educational attainment.

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 relevant to sociological explanations of ethnic differences in 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 relevant to sociological explanations of ethnic differences in educational achievement. Responses in this band are likely to provide a rather basic account of sociological explanations of ethnic differences in educational achievement.

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 of theory relating to sociological explanations. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. social class and achievement. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

##### **0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of explanations of ethnic differences in educational attainment. This may focus on a number of theories and issues such as the effect of labelling and stereotyping the intelligence debate, the nature of the curriculum, institutional racism, cultural and material factors, the importance of subcultures. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations of ethnic differences in educational achievement. 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 sociological explanations of ethnic differences in 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 sociological explanations of ethnic differences in educational achievement. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 adequacy of different theories e.g. the deterministic nature of labelling theory, resistance to labelling and stereotyping, whether intelligence can be measured, whether schools are institutionally racist, whether material and cultural factors can be separated, the greater importance of class and/or gender in relation to educational achievement.

**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 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**

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 are socially constructed.

Expect to see a clear understanding of theories such as Marxism, feminism, social selection, social constructionist, cultural behavioural, artefact approaches.

Issues will be discussed such as the contested nature of definitions of health and illness, the measurement of mortality and morbidity, the doctor-patient relationship, the medicalisation of health and illness, the role of the medical professions, the bio-medical model, health and illness in relation to social class, gender and ethnicity. Expect to see responses using concepts such as morbidity, mortality, artefact, sick role, bio-medical model, social construction, medicalisation.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

McKeown; Townsend; Oakley; Hart; Illich; Szasz; Acheson.

### AO1 Knowledge and understanding [0-28 marks]

#### 22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that health and illness are socially constructed.

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 relevant to the view that health and illness are socially constructed.

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 explaining the view that health and illness are socially constructed.

Responses in this band are likely to provide a rather basic account of the view that health and illness are socially constructed 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 are socially constructed. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of NHS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

#### 0

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of the view that health and illness are socially constructed. This may focus on a number of issues such as how health and illness are measured, changing expectations and perceptions of health, the role of the medical professions, changing patterns of health and illness, the sick role. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that health and illness are socially constructed.

Responses in this band will either be narrowly focused on one issue e.g. role of the medical professions 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 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 health and illness are socially constructed. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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, the continued validity of the bio-medical model, inadequacies of different explanations, in particular, critiques of the social constructionist approach.

**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 are socially constructed 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**

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 gender inequalities in health and illness.**

Expect to see a clear understanding of theories such as feminism, Marxism, post-modernism, social constructionism, cultural-behavioural. Issues will be discussed such as biological differences related to gender, differences in attitudes and behaviour of men and women, location within the labour market, consultations with doctors, gender roles and socialisation. Expect to see responses using concepts such as mortality, morbidity, edgework, patriarchy, socialisation, gender roles, medicalisation, labelling, risk.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Shaw; Annandale; Graham; Oakley; Brown and Harris; Seligman; MacIntyre; Scambler.

**AO1 Knowledge and understanding [0-28 marks]****22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to gender inequalities in health and illness.

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 relevant to sociological explanations of gender 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 gender inequalities in health and illness. Responses in this band are likely to provide a rather basic account of sociological explanations of gender inequalities in health and illness 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 sociological explanations of gender inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. social class and health. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of explanations of gender inequalities in health and illness. This may focus on a number of theories and issues such as the social construction of illness, cultural-behavioural theories, consultation with doctors, the doctor-patient relationship, the significance of socialisation and gender roles. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations of gender inequalities in health and illness. Responses in this band will either be narrowly focused on one issue e.g. the role of the medical professions or offer a less developed analysis of a range of issues.

**5-8**

Selects some relevant material to provide a basic analysis to sociological explanations of gender 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 gender 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.

**AO2b Evaluation [0-16 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 validity of different explanations, methodological issues related to the measurement of morbidity, material/structural factors in behavioural 'choices', changing patterns of behaviour in relation to gender, changing nature of the labour market.

**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 gender inequalities in health and illness 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**

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 view that popular culture is the dominant culture in the contemporary UK.**

Marxism, critical theory, expect to see a clear understanding of theories such as post modernists, feminism, the distinction between popular culture, folk culture, high culture etc, the significance of globalisation, the importance of the mass media. Expect to see responses using concepts such as culture, folk, culture, high culture, identity, globalisation, diversity, style, branding, consumption.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Taylor; Hall; CCCS; Strinati; Marcuse; Habermas, McRobbie

**AO1 Knowledge and understanding [0-28 marks]**

**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that popular culture is the dominant culture in the contemporary UK.

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 relevant to the view that popular culture is the dominant culture in the contemporary UK.

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 explaining the view that popular culture is the dominant culture in the contemporary UK.

Responses in this band are likely to provide a rather basic account of to the view that popular culture is the dominant culture in the contemporary UK 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 popular culture is the dominant culture in the contemporary UK. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about leisure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of the view that popular culture is the dominant culture in the contemporary UK. This may focus on a number of theories and issues such as postmodern theories or media and popular culture, the importance of globalisation, how identities are constructed, diversity and choice, the differences between types of culture, the role of the leisure industries.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that popular culture is the dominant culture in the contemporary UK.

Responses in this band will either be narrowly focused on one issue e.g. general analysis 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 the view that popular culture is the dominant culture in the contemporary UK. 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 popular culture is the dominant culture in the contemporary UK. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 relativity of culture, the problem with definitions of types of culture, resistance to popular culture, the continuing influence of high culture, the validity of theories such as post-modernism.

**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 popular culture is the dominant culture in contemporary UK 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**

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 sociological explanations of the relationship between leisure and the construction of identities.**

Expect to see a clear understanding of theories such as Marxism, feminism, post-modernism, globalisation theory. Issues will be discussed such as the changing nature of identities, the significance of consumption, the nature of leisure, the impact of globalisation, diversity and choice, leisure and age, social class, ethnicity and gender. Expect to see responses using concepts such as style, resistance, choice, scene, autonomy, globalisation, popular culture, identity.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:

Frith; McRobbie; Jenins; Hebdige; Bradley; Taylor; Deem; Gilroy; Mason.

**AO1 Knowledge and understanding [0-28 marks]**

**22-28**

Demonstrates a wide-ranging and detailed knowledge and understanding of concepts, evidence and/or theories relevant to sociological explanations of the relationship between leisure and the construction of identities. There will be a clear understanding of the nature of identities. In this band candidate 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 relevant to sociological explanations of the relationship between leisure and the 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 relevant to explaining the relationship between leisure and the construction of identities. Responses in this band are likely to provide a rather basic account of sociological explanations of the relationship between leisure and the construction of 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 sociological explanations of the relationship between leisure and the construction of identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about leisure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of explanations of the relationship between leisure and the construction of identities. This may focus on Marxist, postmodernist and feminist accounts of personal and social identity. Issues such as the changing nature of identities, the significance of globalisation, the relationship between age, gender, social class, ethnicity and leisure, the importance of the mass media, specific styles/fashions may be discussed. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations of the relationship between leisure and the construction of identities. Responses in this band will either be narrowly focused on one issue e.g. fashion and identity 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 the relationship between leisure and the 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 sociological explanations of the relationship between leisure and the construction of identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 definition of identity, whether identity is constructed through choice, whether leisure is significant in terms of identity, whether social class, age, gender and/or ethnicity are more important than leisure in the construction of identities.

**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 leisure and the construction of identities 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**

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 the view that the welfare state controls some social groups.**

Expect to see a clear understanding of theories such as feminism, Marxism, interactionism, new right theory. Issues will be discussed such as the social construction of personal identity in total institutions, the social, political and economic context of welfare provision, the relationship between welfare provision and policies and gender, age, social class, disability and ethnicity, the impact of institutionalisation on particular social groups. Expect to see responses using concepts such as ideology, patriarchy, labelling, social exclusion, total institutions, identity, stigma, mortification of self, dependency culture, rights, welfare bureaucracy.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Barrett; Land; Szasz; Goffman; Walter; Holman; Lister.

**AO1 Knowledge and understanding [0-28 marks]****22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to the view that the welfare state controls some social groups. 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 relevant to the view that the welfare state controls some social groups. 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 explaining the view that the welfare state controls some social groups. Responses in this band are likely to provide a rather basic account of the view that the welfare state controls some social groups. 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 the welfare state controls some social groups. 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.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of the view that the welfare state controls some social groups. This may focus on a number of theories and issues such as welfare provision relating to social class, age, disability, gender and ethnicity, policy shifts in the welfare state affecting identities, the impact of institutionalisation and the development of welfare bureaucracies, personal identity within total institutions, the development of an 'underclass'. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that the welfare state controls some social groups. Responses in this band will either be narrowly focused on one issue e.g. gender and the welfare state 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 the welfare state controls some social groups. 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 the welfare state controls some social groups. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 whether the welfare state is controlling social groups, the validity of theoretical explanations e.g. the determinism of labelling approaches, resistance to role expectations in welfare policies, the contradictory nature of welfare provision and policies.

**9-12**

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments of the view that the welfare state controls some social groups. 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**

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 the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism.**

Except to see a clear understanding of theories such as social democratic, feminism, third way, Marxism, new right theory. Issues will be discussed such as the nature of changes in provision since 1979, the differences between individualism and collectivism, the culture of dependency, the impact of political ideology on welfare provision, the significance of the economic context, the move towards welfare pluralism. Expect to see responses using concepts such as collectivism, individualism, Thatcherism, underclass, dependency culture, the mixed economy of welfare, welfare pluralism, social exclusion, selective and universal provision, rights and responsibilities.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Townsend; Hutton; Blakemore; Levitas; Marsland, Gough, Barrett; Lister.

AO1. Knowledge and understanding [0-28 marks]

**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories relating to the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism.

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 relevant to the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism.

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 explaining the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism. Responses in this band are likely to provide a rather basic account of the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism 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 since 1979 reflect a shift in policy from collectivism to individualism. 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.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism. This will focus on a number of theories and issues such as ideologies of welfare, the changing political and economic context, the impact of Thatcherism, the underclass and the dependency culture, the nature of individualism and collectivism, the importance of 'rights' and 'responsibilities in 'third way' approaches. Responses in this band will clearly address the question set.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism.

Responses in this band will either be narrowly focused on one issue e.g. dependency culture 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 changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism. 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 changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 inadequacies of different theoretical positions, whether policy has changed since 1979, contradictions in changes in welfare provision, the unintended consequences of service delivery.

**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 changes in welfare provision since 1979 reflect a shift in policy from collectivism to individualism 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**

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 sociological explanations for the emergence of global social movements.**

Expect to see a clear understanding of theories such as Marxism, postmodernism, feminism, globalisation theory. Issues will be discussed such as the impact of globalisation on economic and political relationships, the significance of global mass culture, the distinction between old and new social movements, changes in the social, political and economic context, the significance of identity, the impact of globalisation on culture. There may be a focus on a particular global social movement. Expect to see responses using concepts such as old social movements, new social movements, globalisation, identity, culture, ideology, resistance, legitimacy, direct action.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:-

Klein; Sklair; Held; Hallsworth; Scott; Touraine; Marcuse.

AO1. Knowledge and understanding [0-28 marks]

### **22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations for the emergence of global social movements.

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 relevant to sociological explanations for the emergence of global social movements.

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 explaining the emergence of global social movements.

Responses in this band are likely to provide a rather basic account of sociological explanations for the emergence of global social movements 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 sociological explanations for the emergence of global social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about old social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

### **0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations for the emergence of global social movements. This may focus on a number of theories and issues for example the distinction between old and new social movements, theories relating to globalisation, the changing social, economic and political context, the impact of globalisation on culture and/or identity etc. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological explanations for the emergence of global social movements. Responses in this band will either be narrowly focused on one issues e.g. globalisation 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 for the emergence of global social movements. 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 for the emergence of global social movements. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 adequacy of specific theories of globalisation, whether old social movements and new social movements differ significantly, whether global social movements are significant.

**9-12**

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about the emergence of global social movements 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**

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 collective protest is important in the formation of identities.**

Expect to see a clear understanding of theories such as Marxism, feminism, postmodernism. Issues will be discussed such as the significance of issue-based and identity politics, the impact of globalisation on protest, different types of protest, old social movements and new social movements, the importance of direct action, the nature of identities relating to protest, social exclusion and marginalisation, the politics of difference. Expect to see responses using concepts such as protest, direct action, old social movements, pressure groups, new social movements, resistance, risk, uncertainty, marginalisation, social exclusion, identity, globalisation.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as:

Hallsworth; Beck; Melucci; Klein; Beynon; Gilroy; Hobsbawn.

**AO1 Knowledge and understanding [0-28 marks]**

**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that collective protest is important in the formation of identities.

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 relevant to the view that collective protest is important in the formation 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 relevant to the view that collective protest is important in the formation of identities.

Responses in this band are likely to provide a rather basic account of the view that collective protest is important in the formation of 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 collective protest is important in the formation of identities.

Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. identity in general.

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

**0**

No relevant sociological points.

**AO2a Interpretation and analysis [0-16 marks]****13-16**

Selects and organises relevant material to provide a clear analysis of the view that collective protest is important in the formation of identities. This will focus on a number of theories and issues such as forms of protest, lifestyle politics, risk and uncertainty, the impact of globalisation, the formation of identities, social exclusion and marginalisation. Specific case studies relating to collective protest may be discussed. Responses in this band will clearly address the question.

**9-12**

Selects and interprets relevant material to provide an appropriate analysis of the view that collective protest is important in the formation of identities. Responses in this band will either be narrowly focused on one issue e.g. direct 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 view that collective protest is important in the formation 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 view that collective protest is important in the formation of identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**0**

No relevant sociological points.

**AO2b Evaluation [0-16 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 adequacies of specific theories, whether identities are related to gender, ethnicity and/or social class rather than protest, whether protest is insignificant and/or transitory in identity formation.

**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 collective protest is important in the formation of identities 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**

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.

**Mark Scheme 2537  
June 2006**

- (a) Using only Item A, identify two reasons why sociologists would consider the data collected to be reliable. [6 marks]

**AO2a Interpretation and Analysis [0- 6 marks]**

Reward answers which refer to:

- (i) Structured interviews
- (ii) The survey has been repeated annually since 2000 and results have been consistent

**4-6**

The candidate shows the ability to select and analyse two reasons why sociologists would consider the data collected to be reliable

At the top of this level both reasons will be clearly selected and explained in relation to reliability

At the bottom of this level two reasons will be accurately selected but not explained or one reason will be accurately selected and explained and the other will be less clear.

**1-3**

The candidate displays some ability to select and analyse two reasons why sociologists would consider the data collected to be reliable

At the top of this level, the candidate will display some ability to select and analyse one/two reasons why sociologists would consider the data collected to be reliable.

Responses will either offer one reason with an explanation or two reasons and one will be partial.

At the bottom of this band answers will be limited.

**0**

No Relevant Sociological Points (NRSP)

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 find out if social class influences the consumption of 'junk food'. [8 marks]**

**Strengths**

- Can look for pattern, trends etc
- Can make comparisons with previous research
- Data will be high in reliability
- Standardised questions which can be used again
- Any other reasonable response

**Weakness**

- Cannot elaborate on questions to anyone who wants clarification
- Structured interviews are socially constructed.
- Predetermined questions therefore no flexibility for participants to respond to.
- Data may be low in validity
- Any other reasonable response

**AO1 Knowledge and Understanding [0-8 marks]**

**7-8**

The candidate shows wide-ranging and detailed knowledge and understanding of one strength and one weakness of using structured interviews. The candidate presents material so that it addresses the context of the relationship between 'junk food' and social class. Responses will accurately address relevant key concepts. 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, either the strength or the weakness may be more clearly explained than the other.

The candidate presents material so that it addresses the context of the relationship between social class and 'junk food'.

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 to research the relationship between social class and 'junk food'. 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 will be of only marginal relevance to the relationship between social class and 'junk food'.

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

**0**

No Relevant Sociological Points (NRSP)

**(c) Summarise the findings of the research in ITEM A.****[10 marks]**

Candidates may include the following:

- The majority of those interviewed ate with the rest of their household once a week or more
- There was a variation according to household status and size
- 91% of professional and 79% of semi-skilled and unskilled manual workers ate together once a week or more
- 87% of households with more than five members ate together once a week or more
- 16-25 year olds more likely to eat at home at least once a week with guests
- Those over 66 least likely to eat at home with guests
- Reference to other age groups
- Reference to frequency
- Any other reasonable points from the data.

Expect to see terms such as high, low, greatest, least, in comparison, similarities, differences, patterns, trends and so on.

Points should, wherever possible, be supported by accurate, relevant statistical evidence.

**AO2a Interpretation and Analysis [0-10 marks]****8-10**

The candidate clearly shows the ability to select from and analyse a wide range of the findings identified in Item A. To be in this mark band candidates must refer to the text and the table. Candidates should support their answers with reference to accurate statistics. Candidates who are mostly analytic should be placed in this band.

**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 mostly supported by reference to accurate statistics.

Candidates who focus on a range of the data in the table only but are analytic should be placed in this mark band.

Candidates who identify a range of data from the text and the table but are largely descriptive should also be placed in this mark band

**4-5**

The candidate shows basic ability to select and analyse some of the findings identified in ITEM A. These answers are likely to be list-like. Answers may describe the data rather than analysing it. Candidates who consistently make assumptions about the data should be placed in this band.

Candidates who simply describe the three points in the text supported with accurate statistics should not be placed above this band

**1-3**

The candidate displays limited ability to select and summarise some of the findings identified in ITEM A.

At the bottom of this band candidates will probably only identify one point from either the text or the table. Candidates who briefly identify one point from the text and one from the table without reference to accurate statistics are also likely to be in this mark band.

Candidates who make 2/3 brief analytic points without reference to statistics are likely to be in this mark band.

Candidates who use most data inaccurately will be placed in this band

**0**

No Relevant Sociological Points (NRSP)

- (d) Outline and explain the research process that you would adopt in collecting quantitative data to find out why pupils who are eligible for free school meals choose not to have them.

[14]

Candidates are likely to focus on:

### 1 The research process

- Background research
- Aims/hypothesis/research question
- Target population/sampling frame/sampling technique/size
- Theoretical considerations
- Pilot study
- Access
- Operationalisation of concepts
- Method/s of collecting quantitative data (questionnaires, semi-structured interview)
- Ethical concerns
- Relevant key research concepts

### 2 The research context

- Free school meals
- Age of pupils
- Low take up

### AO1 Knowledge and Understanding (0-6 marks)

#### 4-6

The candidate will show wide ranging and detailed knowledge and understanding of the research process.

Candidates at the top of this level will contextualise their response. At the bottom of this level the candidate will show some knowledge and understanding of the research process. This may be undeveloped.

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 basic knowledge and understanding of selected elements of the research process.

Candidates may use inappropriate methods such as observation or unstructured interviews.

At the bottom of this level responses will be limited. The candidate is likely to focus on only one element of the process.

#### 0

No Relevant Sociological Points (NRSP)

**AO2 Evaluation [0-8 marks]****7-8**

The candidate will show the ability to explain and justify their choice of the research process. At the top of this level candidates may make links between theory/ies and the research design. Responses are likely to address issues of reliability and representativeness and/or generalisability accurately.

**5-6**

The candidate will show some ability to explain their choice of research process and justify some elements of that process including sampling issues and methods. Candidates who focus more on the strengths/advantages of the research method rather than on the wider research process may be placed in this band. The 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 only on the methods others may focus on other aspects of the research design. There may be reference to issues of reliability and representativeness and/or generalisability. These could be partial and/or confused.

**1-2**

The candidate will display limited ability to explain one or two aspects of the research process/method. There may be a weak description of one/two key research concepts. Candidates may use inappropriate methods such as observation or unstructured interviews

**0**

No Relevant Sociological Points (NRSP)

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

**AO1 Knowledge and Understanding [0-14 marks]**

**11-14**

The candidate will show a wide ranging and detailed knowledge and Understanding of the potential weaknesses of the research process.

Responses will use relevant key research concepts accurately.

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

At the top of this level candidates may address theoretical issues in relation to the context and the research process. 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 weaknesses should be suggested though there may be a tendency to identify weaknesses rather than come up with solutions.

At the top of this level candidates will 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 whole research process. Some basic solutions may be offered. The response is likely to only partially address the research context.

**1-4**

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

**0**

No Relevant Sociological Points (NRSP).

**AO2b Evaluation [0-8 marks]**

**7-8**

The candidate will show the ability to evaluate the research and offer a range of sociological 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 research 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 will be addressed.

**3-4**

The candidate will show the ability to make a basic evaluation of their research process. Some responses may focus on the method/s. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics may only be addressed implicitly. Solutions will be basic.

**1-2**

The candidate will show limited understanding of at least one issue with regard to the research process/method/s. If offered solutions are likely to be common sense.

**0**

No Relevant Sociological Points (NRSP).

**Mark Scheme 2539  
June 2006**

## INSTRUCTIONS ON MARKING SCRIPTS

*All page references relate to the Instructions to Examiner booklet (revised June 2006)*

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

### 1 Before the Standardisation Meeting

**Before the Standardisation Meeting you must mark a selection of at least 10 scripts.** The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 4*)

### 2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

#### **Annotation consists of:**

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (e.g. indicate an omission);
- the use of standard abbreviations e.g. for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.



**d) Recording of marking: the scripts**

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 6*)

**e) Handling of unexpected answers**

The standardisation meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 4*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 25*)

- 1 (a) Using Item A, identify the two types of working arrangements showing the smallest difference between mothers and fathers. (6 marks)**

Award one mark for the identification of the working arrangement and up to two marks for the use of evidence (%) from item A to support the answer. Each difference is worth a maximum of 3 marks.

The answers are:

- Job Share, with 8% mothers, and 3% fathers
- Working from Home, with 6% mothers and 8% of fathers
- Flexi-time, with 25% of mothers and 19% of fathers
- Shift work or term time only can also be awarded if candidates refer to proportional differences

### **AO2a: Interpretation and Analysis**

#### **4-6**

Shows the ability to select and analyse the two types of working arrangements showing the smallest difference between mothers and fathers. The two 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 way working arrangements are used between mothers and fathers. The differences will be taken from Item A, and there is likely to be some use of evidence to support the differences.

#### **0**

No relevant sociological points.

- (b) Using Item B identify two ways in which the 'ghost of Mrs Typical' may influence a woman's life. (6 marks)**

Award one mark for the identification of a way in which the ghost of Mrs Typical influences a woman's life and up to two marks for the use of evidence from Item B 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 influences are:

- Influencing a woman's life; career breaks, part time work, lower earnings, less senior job
- Making it harder/stranger to insist that her husband changes his working patterns
- Making it stranger/harder to insist that she deserves more respect from her employers
- Positive or negative influences; feelings of resentment or motivation

### **AO2a: Interpretation and Analysis**

#### **4-6**

Shows the ability to select and analyse two ways in which the ghost of Mrs Typical may influence a woman's life. 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 ways in which the ghost of Mrs Typical may influence a woman's life. 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 one advantage and one disadvantage of using unstructured interviews when researching the employment experience of women who combine paid work with looking after their children. (12 marks)

### AO2a Interpretation and Analysis

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

##### Advantages

- Increased validity important for researching a sensitive topic.
- Ability to build up a rapport, especially if the researcher is female.
- Increased validity of data gathered due to unstructured nature of the interview.
- Increased validity important when researching such a diverse topic.
- The location of the interview at the woman's home may increase ecological validity.

##### Disadvantages

- Time restrictions, due to nature of the woman's life.
- Location for interview could be problematic due to work and home commitments.
- Social characteristics of the researcher may influence responses, particularly if researcher is male/non-parent.
- Lack of reliability due to the unstructured nature of interviews.
- Time and cost involved with method mean a small sample size.

#### 10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using unstructured interviews when researching the employment experience of women who combine paid work with child care. In this band the advantage and disadvantage selected will be clearly relevant to sociological research using unstructured interviews on women's employment experience of combining paid work with child care.

#### 7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage of using unstructured interviews when researching the employment experience of women who combine paid work with child care. In this band the points selected are likely to be generalised and not related directly to research on unstructured interviews and employment experience. Responses in this band may be unbalanced or there may be a list of a number of three or four ads/disads left undeveloped.

#### 4-6

Selects some relevant material to provide some analysis of one advantage and one disadvantage of using unstructured interviews when researching the employment experience of women who combine paid work with child care. Responses in this band may select and analyse one ad/disadvantage and relate it to research on unstructured interviews and employment experience, 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 ad/disadvantages of using unstructured interviews when researching the employment experience of women who combine paid work with child care. 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 most women are disadvantaged 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 the evidence that most women are disadvantaged in the contemporary UK. Answers are **likely to focus on a** range of areas from across the specification, in particular: workplace, domestic life, childcare, education, health, media. An array of concepts are likely to appear, such as; glass ceiling, reserve army of labour, dual labour market, horizontal/vertical segregation, income, wealth, market situation, prejudice and discrimination, hours worked, promotion, maternal role, health inequalities, behavioural/cultural explanations, boardroom culture, educational opportunities and outcomes. Empirical evidence may come from organisations such as the EOC, the Low Pay Unit, Trade Unions. Class, ethnicity and age may be used as factors influencing the extent and type of disadvantage and this is likely to be a discriminator, with the stronger answers focusing on 'most' within the question. Studies may be used from across the specification. Feminism, Marxism and Weberianism may be used. The crucial issue to bring out is that disadvantage covers a range of issues/factors and the extent to which these affect most women in the contemporary UK.

**AO1 Knowledge and Understanding**

**18-22**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to most women in the contemporary UK being disadvantaged. Answers in this band will contain a range of 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 most women in the contemporary UK being disadvantaged. Answers in this band will be more partial than in the band above and will have either depth or breadth to them, dealing with some disadvantages in depth or 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 most women in the contemporary UK being disadvantaged. Answers in this band are likely to be generalised accounts of female disadvantage. 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 relating to most women in the contemporary UK being disadvantaged. 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 Feminist explanations of gender inequalities in the workplace.  
(44 marks)

**AO1 Knowledge and Understanding (20 marks)**

**Indicative Content (other valid points may be offered)**

Expect to see references to a range of Feminist theories covered in some depth in the top band. Liberal, Marxist, Radical, Post Feminisms including Rational Choice theorists are likely to appear. Concepts such as patriarchy, reserve army and dual and triple systems may appear. There is likely to be a discussion of various gender inequalities in the workplace looking at issues such as: hours worked, income, promotion prospects, sexual harassment, glass ceiling. Use may be made of Item A and of EOC reports. Top band responses should focus on Feminist theorists should consider patriarchy, economic structures and socialisation patterns. Expect to see Feminists such as Millet, Oakley, Firestone, Walby, Hartmann, Ansley, Delphy, Hakim, Paglia, Faludi, Walter in top band answers.

**16-20**

Responses will show a wide ranging and detailed knowledge and understanding of Feminist explanations of gender inequalities in the workplace. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different branches of Feminist theory in this band, and candidates will move the discussion beyond Liberal/Marxist and Radical Feminists at the very top. 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.

**11-15**

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to Feminist explanations of gender inequalities in the workplace. Answers in this band will contain an awareness that Feminists disagree about the explanations of gender inequalities. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as the extent of patriarchy in the UK, or with a broader range of ideas/Feminists without clear 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.

**6-10**

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to Feminist explanations of gender inequalities in the workplace. Answers in this band are likely to be generalised accounts of Feminism. At the bottom they may treat all Feminists as being one group. Answers will contain some knowledge of gender inequalities 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 relating to Feminist explanations of gender inequalities in the workplace. 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

**AO2b Evaluation (24 marks)**

NB. We are rewarding evaluation of Feminist explanations 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

Feminists disagree in their explanations of gender inequalities in the workplace and this is likely to provide the opportunity for clear evaluative skills. They disagree about the cause/s of gender inequality and the solutions to it. Dual and Triple system theorists are in agreement that unitary explanations are inadequate but beyond that they depart in the cause/s and the solutions. The 'unhappy marriage' between Marxists and Feminists may be discussed. Top band responses may discuss the position of the Post-Feminists in the feminist movement. Other theories such as Functionalism, Weberianism and Rational Choice theory may be used as evaluation.

**18-24**

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on Feminist explanations of gender inequalities in the workplace. 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 Feminist explanations of gender inequalities in the workplace. Answers in this band may list evaluative points which mean sustained evaluation 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 will be an awareness of the debate within Feminism but this will be undeveloped.

**6-11**

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on Feminist explanations of gender inequalities in the workplace. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the existence of different types of Feminism. 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 Feminist explanations of gender inequalities. This may be based on common-sense or anecdotal assertion.

**0**

No relevant evaluative points.

**2 (a) Using Item A identify the two main changes in self-assigned class identity between 1955 and 1999. (6 marks)**

Award one mark for the identification of a main change and up to two marks for the use of evidence (%) from item A in support. The % is approximate. Each change is worth a maximum of 3 marks.

The main changes are:

- An increase in % identifying themselves as middle class from 38% in 1955 to 52% in 1999.
- A decrease in % identifying themselves as working class from 53% in 1955 to 41% in 1999.
- A decrease in the % who say none or don't know from 9% to 6%.

**AO2a Interpretation and Analysis**

**4-6**

Shows the ability to select and analyse the two main changes in self assigned class identity between 1955 and 1999. The two changes will be taken from Item A, and there will be the use of evidence to support both differences.

**1-3**

Shows some ability to select and analyse changes in self assigned class identity between 1955 and 1999. The differences will be taken from Item A, and there is likely to be some use of evidence to support the differences.

**0**

No relevant sociological points.



- (b) Using Item B identify two ways in which the upper class differ from other social classes. (6 marks)**

Award one mark for the identification of a way in which the upper class differ from other social classes and up to two marks for the use of evidence from Item B 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 differences are:

- The work situation, in employing other people impersonally and indirectly, compared to other social classes
- The market situation, their life chances depend on gaining money through investment and not through labour/knowledge that other classes rely on.
- Wealth/inheritance
- Small size

### **AO2a Interpretation and Analysis**

#### **4-6**

Shows the ability to select and analyse two ways in which the upper class differ from other social classes. 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 ways in which the upper class differ from other social classes. 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 difficulties sociologists may experience when researching the strength of class identity in the contemporary UK. (12 marks)

### AO2a Interpretation and Analysis

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

- In defining social class.
- In negotiating between objective and subjective measurements
- In accessing a representative sample of respondents from across a broad spectrum
- In measuring and defining what class identity is.
- In measuring the strength of a class identity
- In choosing a method to produce valid and reliable results.
- In avoiding socially desirable results from a class ridden society.

#### **10-12**

Selects and organises relevant material to provide a clear account of two difficulties sociologists may experience when researching the strength of class identity in the contemporary UK. In this band the difficulties selected will be clearly relevant to sociological research on the strength of class identity in the contemporary UK.

#### **7-9**

Selects relevant material to provide an analysis of two difficulties sociologists may experience when researching the strength of class identity in the contemporary UK. In this band the points selected are likely to be generalised and not related directly to research on the strength of class identity in the contemporary UK. Responses in this band may be unbalanced or there may be a list of a number of difficulties left undeveloped.

#### **4-6**

Selects some relevant material to provide some analysis of the difficulties sociologists may experience when researching the strength of class identity in the contemporary UK. Responses in this band may select and analyse one difficulty and relate it to research on the strength of class identity in the contemporary UK, 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 difficulties sociologists may experience when researching the strength of class identity in the contemporary UK. 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 a distinct upper class exists 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 the evidence that a distinct upper class exists in the contemporary UK. An array of concepts are likely to appear, such as; social closure, aristocracy, ascribed status, wealth, super rich, cultural reproduction, old boy networks, cultural/economic/social capital. Empirical evidence may come from statistics on income and wealth. Studies may be used from across the specification, and in the top band are likely to draw on Scott, Westergaard and Resler, Saunders and Giddens. Theoretical evidence is likely to draw on the Marxism and Functionalism. The crucial issue to bring out is whether an upper class is visible and whether it is coherent or split, focussing therefore on the 'distinct' element in the question.

**AO1 Knowledge and Understanding**

**18-22**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the existence of a distinct upper class in the contemporary UK. Answers in this band will contain a range of 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 the existence of a distinct upper class in the contemporary UK. Answers in this band will be more partial than in the band above and will have either depth or breadth to them, dealing with some arguments in depth or 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 the existence of a distinct upper class in the contemporary UK. Answers in this band are likely to be generalised accounts of the upper class. 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 relating to the existence of a distinct upper class 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 Marxist explanations of the changing class structure in the contemporary UK. (44 marks)

**AO1 Knowledge and Understanding (20 marks)**

**Indicative Content (other valid points may be offered)**

Expect to see references to a range of different Marxist ideas and concepts covered in some depth/breadth in the top band. Traditional and Neo Marxist ideas should be covered in top band answers. The main emphasis of top band answers should be on the range of Marxist explanations offered for the changes in the class structure, as well an account of what is happening to the class structure. Concepts such as; proletarianisation, polarisation, deskilling, class consciousness, economic determinism, hegemony, cultural and economic capital, economic infrastructure, relations of production contradictory class locations, exploitation and lumpen proletariat may appear. Expect to see writers such as Braverman, Wright, Ehrreich, Gorz and Seabrook.

**16-20**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to Marxist explanations of the changing class structure in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different branches of Marxist theory in this band, and candidates will move the discussion beyond the proletarianisation debate. 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.

**11-15**

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of the changing class structure in the contemporary UK. Answers in this band will contain an awareness of disagreements within Marxism about the explanations of the changing class structure. Some answers may be sidetracked into describing the changes or sidetracked into describing Marxist theory of the class structure and neglecting the issue of change. Answers will have depth or breadth to them, dealing with a narrow range of points in some depth, such as whether the middle or working class is growing, or with a broader range of ideas without clear 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.

**6-10**

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of the class structure in the contemporary UK. Answers in this band are likely to be generalised accounts of Marxism. Answers may contain some knowledge of sociological explanations for the changes 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 relating to Marxist explanations of the changing class structure 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

**AO2b Evaluation (24 marks)**

NB. We are rewarding evaluation of Marxist explanations 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

Marxists disagree in their explanations for the changing class structure and this is likely to provide the opportunity for clear evaluative skills. There is also a clear argument between the Marxists and the Weberian approaches to explaining class change. Marxists disagree about the extent of proletarianisation and the function/role of the petit bourgeoisie /middle class/es within the class structure. The debates between the Marxist and neo Marxist writers will appear in top band answers. The debate between the primacy of economic arguments and status arguments of the Weberian approach is likely to feature in strong answers. Juxtaposed answers are likely to offer the Weberian/Functionalist and possibly Post Modern explanations as alternatives.

**18-24**

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on Marxist explanations of the changing class structure. 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 Marxist explanations of the changing class structure. Answers in this band may list evaluative points which means sustained evaluation 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 will be an awareness of the debate within Marxism but this will be undeveloped.

**6-11**

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on Marxist explanations of the changing class structure. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the existence of different types of Marxism. 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 Marxist explanations of the changing class structure. This may be based on common-sense or anecdotal assertion.

**0**

No relevant evaluative points.



**Advanced GCE Sociology 3878/7878)  
June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	45	41	37	33	29	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	64	57	50	43	37	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	42	38	34	30	26	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	44	39	34	29	25	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	44	39	35	31	27	0
	UMS	90	72	63	54	45	36	0
2538	Raw	60	44	39	35	31	27	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	66	59	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
<b>3878</b>	300	240	210	180	150	120	0
<b>7878</b>	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
<b>3878</b>	18.7	37.1	58.7	76.7	89.5	100.0	7191
<b>7878</b>	16.1	40.0	66.6	87.4	97.3	100.0	5131

**5131 candidates aggregated this series**

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication





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