

Sociology

Advanced GCE **A2 7878**

Advanced Subsidiary GCE **AS 3878**

Mark Schemes for the Units

January 2007

3878/7878/MS/R/07J

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CONTENTS

Advanced GCE Sociology (7878)

Advanced Subsidiary GCE Sociology (3878)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2532	The Individual and Society	1
2533	Culture and Socialisation	15
2534	Sociological Research Skills	45
2536	Power and Control	53
2537	Applied Sociological Research Skills	89
2539	Social Inequality and Difference	97
*	Grade Thresholds	109

**Mark Scheme 2532
January 2007**

Question 1

- (a) Using item A, identify and briefly explain two factors that affected Phillips' identity (8)

AO2a Interpretation and Analysis**Indicative Content**

Reference may be made to the following:

- Migration
- Region
- Class
- Education
- Nation
- Race/ethnicity
- Racism

7-8

The candidate will correctly select and analyse two factors that influenced Phillips' identity. Answers will show the ability to select from and analyse different kinds of data.

Award 8 marks to responses that identify and fully 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 influenced Phillips' identity. Answers will show the ability to select from and analyse different kinds of data.

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

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

3-4

Answers will show some ability to interpret different types of data

Award 4 marks to responses that identify two factors that influenced Phillips' identity 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 influenced Phillips' identity

0

No relevant interpretation or analysis.

(b) Identify and explain two features of traditional working class culture (8)**AO1: Knowledge and Understanding****Indicative Content:**

Reference may be made to solidarity, immediate gratification, community, family, gender roles, social/council housing, poverty/low income, hegemonic masculinity, hobbies, leisure, fatalism, class consciousness or any other reasonable response.

7-8

The candidate will correctly identify two features of traditional working class culture.

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

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

Answers will offer an explanation of each feature identified, and explanations will offer a range of knowledge and understanding of working class culture.

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

5-6

The candidate will correctly identify features of traditional working class culture.

Award 6 marks to responses that identify two features and give a partial explanation of both, or 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.

Answers will display knowledge and understanding of traditional working class culture.

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

3-4

Award 4 marks to candidates who identify two features of traditional working class culture, 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 feature and offer a partial explanation of it.

1-2

The candidate will correctly identify one feature of traditional working class culture, but leave this completely unexplained, therefore showing only limited understanding of working class culture. The candidate will present material of marginal relevance to the question.

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

0

No relevant sociological knowledge or understanding.

- (c) Outline and briefly evaluate how any two agents of socialisation create ethnic identity. (18)

AO1 Knowledge and Understanding (10 marks)

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

Candidates may focus on any two agents of socialisation. The most popular are likely to be family, education, media, religion, peer group. Concepts may appear such as: primary and secondary socialisation, norms, values, rituals, dress, food and culture,

Studies – such as:

Butler, Gillespie, Johal, Ballard, Jacobson, Anwar, Ghuman, Sewell, Modood

Contemporary Examples

These should be rewarded.

8-10

The candidate will show a range of knowledge and understanding of how any two agents of socialisation create ethnic identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of the concepts of socialisation and ethnic identity. The candidate will present material that directly answers the question. There will be few, if any, errors of grammar, punctuation or spelling.

6-7

The candidate shows knowledge and understanding of how any two agents of socialisation create ethnic identity and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate may display greater knowledge of issues to do with socialisation or ethnicity or vice versa, and the range of concepts, evidence, and ideas will be narrower than in the band above and answers may be uneven. Any examples used may be only partially understood or relevant. The candidate will present material that addresses the question. There may be occasional errors of grammar, punctuation or spelling.

4-5

The candidate displays some knowledge and understanding of how any two agents of socialisation create ethnic identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one agent, explaining this well to reach the top of the band. Answers that state two are likely to leave them undeveloped and unsubstantiated. The candidate will present material that partially addresses the question. There may be some errors of grammar, punctuation or spelling.

1-3

The candidate displays an awareness of how at least one agent of socialisation creates ethnic identity. The material may be of marginal relevance to the question and may be based on common sense assumption and assertion.

Errors of grammar, punctuation or 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 how any two agents of socialisation create ethnic identity. To locate at the top of the band candidates should select and analyse data relevant to the notions of socialisation and ethnic identity in some way. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to socialisation or ethnicity only. 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 how agents of socialisation create ethnic identity. This may include commentary on the influence of agents, ethnic hybrids and a lack of generalisability. At the bottom of the band evaluation will be less explicitly focussed or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on how agents of socialisation create ethnic identity, making the evaluation basic. At the bottom of the band evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that new ethnic identities are emerging in the contemporary UK. (26)

AO1: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Candidates should examine ethnic identities and whether they are changing over time. They may consider ethnic identities across generations and/or within one generation.

Concepts – such as:

Assimilation, ethnicity, hybridity, difference, multicultural, dual identity, white masks, the 'other', globalisation

Studies –such as:

Anwar, Back, Butler, Fuller, Gilroy, Hall, Jacobson, Johal, Mac an Ghail, Modood, Contemporary Examples

These should be rewarded.

Theory

Candidates may draw from relevant theory.

11-14

The candidate will display a range of knowledge and understanding of the concept of new ethnic identities and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence and contemporary examples. At the top of the band there will be clear knowledge and understanding of ethnic identities in the contemporary U.K. and whether *new* identities are emerging either through consideration of different ethnicities, and/or whether there has been change over time. Candidates will present material in a manner that answers the question directly. There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding of the concept of new ethnic identities and associated evidence and ideas. Responses will be less 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 new ethnic identities are emerging. Candidates 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 ethnic identity, although may not address whether there are new ones. Answers in this band will be largely descriptive. Answers 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 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 ethnic identity. The candidate will make at least one relevant sociological point, although the material may be sparse, lacking in detail and imprecise. Candidates will present material of marginal relevance

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 new ethnic identities are emerging in contemporary Britain. Candidates will engage in the debate surrounding the extent to which ethnic identities are changing. 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 ethnic identity in a vague way. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

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

The best answers will use critical material to raise issues on ethnic identities using ideas such as assimilation, the differences/similarities between first, second and third generation ethnic groups, new migrants, resistance, the formation of hybrid identities or the assertion of cultural difference. Some may evaluate through juxtaposition. Others may adopt an evaluative tone.

7-8

The candidate will show the ability to evaluate specific sociological arguments and alternative explanations about whether new ethnic identities are emerging in contemporary Britain. Critical material will be employed to raise issues concerning either different contemporary ethnic identities, and/or between different generations.

Anticipate sustained evaluation at this level addressing both sides of the debate.

5-6

The candidate will show the ability to evaluate some of the available sociological evidence and arguments about whether new ethnic identities are emerging in contemporary Britain. The evaluation in this band will be narrower than in 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 whether new ethnic identities are emerging in contemporary Britain. 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 new ethnic identities are emerging in contemporary Britain. Any other points will be based on common sense assertion.

0

No relevant evaluation.

Question 2

- (a) Using Item B, identify and briefly explain two findings from the survey. (8)

AO2a Interpretation and Analysis**Indicative Content**

Reference may be made to the following:

- Resilience of some traditional gender roles
- Non traditional roles
- Male breadwinners
- Dating invitations
- Physical Appearance
- Crying

7-8

The candidate will correctly select and interpret two findings from the survey in Item B. Answers will show the ability to select from and interpret different kinds of data.

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

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

5-6

The candidate will correctly select and interpret two findings from the survey in Item B. Answers will show the ability to select from and interpret different kinds of data.

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

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

3-4

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

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

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

1-2

The candidate will correctly select one finding 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 femininity. (8)

AO1: Knowledge and Understanding

Indicative Content:

Reference may be made to things such as domesticity, child carers, dependence, gentle, caring, and emotional. Physical attributes may be identified, such as long hair, slimblondeness, curvaceous body, beautification or any other reasonable response.

7-8

The candidate will correctly identify two features of traditional femininity.

Award 8 marks to responses that identify and fully explain 2 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 offer a range of knowledge and understanding of the concept of traditional femininity.

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

5-6

The candidate will correctly identify two features of traditional femininity.

Award 6 marks to responses which identify two features and give a partial explanation of both, or that 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 femininity.

There will be occasional errors of grammar, punctuation and spelling.

3-4

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

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 femininity.

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

1-2

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

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 mass media socialise people into gender roles.** (18)

AO1 Knowledge and Understanding (10 marks)

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

References may be made to different media eg television, comics/magazines, film, billboards, and music. Candidates may use contemporary examples from eg sport, situation comedies, and news.

Concepts – such as:

Stereotypes, norms, values, secondary socialisation, representation, role models, ‘cult of femininity’, different masculinities, beauty myth.

Studies – such as:

McRobbie, Ferguson, Wolfe, Tuchmann

Contemporary Examples

These should be rewarded.

Theory

Theory may be used eg feminisms, theories of masculinity and postmodernism.

8-10

The candidate will show a range of knowledge and understanding of two ways in which the mass media socialises people into gender roles and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of both the mass media and gender roles. The candidate in this band will either display a range of knowledge of one medium in some depth or knowledge of different media in breadth, and should be rewarded for showing how the media socialises in relation to gender roles. 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 mass media socialises people into gender roles and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of the mass media than gender socialisation, or vice versa. The range of concepts, evidence and ideas will be narrower than in the band above, and answers 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 mass media socialises people into gender roles and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way in which the media does this, explaining this well to reach the top of the band. Answers that state two ways are likely to leave these undeveloped and unsubstantiated. The candidate will present material in a manner 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 the mass media socialises people into gender roles. The candidate may present material of marginal relevance to the question and it may be based on common sense and assertion. 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 two ways in which the mass media socialises people into gender roles. To locate at the top of this band answers should select and analyse data relevant to gender socialisation and the mass media in some way. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to gender socialisation or mass media only. 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 the mass media socialises people into gender roles. This may include commentary on active audiences, resistance, or recent developments or examples in the media where socialisation is not gender specific. Candidates may refer to other agents of gender 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 mass media socialises people into gender roles, 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 there are a variety of masculine identities in the contemporary UK. (26)

AO1: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Concepts – such as:

Crisis of masculinity, hegemonic, complicit, marginalized and subordinate masculinities, new man, new lad, lad culture, new masculinities, metrosexuality, sex, gender, socialisation, patriarchy.

Studies –such as:

Mac an Ghail, Connell, Abbott, Nixon, Reynold, Whannel, Mort

Contemporary Examples

These should be rewarded.

Theory

Postmodernism is the most likely

11-14

The candidate will display a range of knowledge and understanding of a variety of masculine identities in the contemporary UK 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 contemporary masculinities.

At the top of the band there will be clear knowledge and understanding of a range of contemporary masculinities. Candidates will present material in a manner which answers the question directly. There will be few, if any, errors of grammar, punctuation or spelling.

8-10

The candidate will display knowledge and understanding of a variety of masculine identities in the contemporary UK and associated evidence and ideas. Responses will be less 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 refute the view there are a variety of masculinities in the UK. Candidates will present material in a manner that answers the question. There may be occasional errors of grammar, punctuation or spelling.

5-7

The candidate will display some knowledge and understanding of different types of masculinity and associated evidence and ideas. Answers in this band will be largely descriptive. Answers will be characterised by a lack of relevant conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration.

Candidates will present material in a manner that partially answers the question. There may be some errors of grammar, punctuation or spelling.

1-4

The candidate will display an awareness of masculinities. The candidate will make at least one sociological point, although the material may be sparse, lacking in detail, or imprecise. Candidates will present material of marginal relevance.

There may be noticeable and intrusive errors of grammar, punctuation or 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 variety of masculinities in the contemporary UK and associated evidence and ideas. Candidates will engage in the debate surrounding the view that a variety do exist. 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 masculinity in a vague way. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

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

The best answers will use critical material to raise issues on contemporary masculinity and whether a variety of different types do exist. They may focus on the dominance of hegemonic masculinity or the shared features of different contemporary masculinities. They may consider whether there has been a crisis for some types of men. Some may evaluate through evaluating 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 that there are a variety of types of masculinity in the contemporary UK. Critical material will be employed to raise issues concerning these masculinities. 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 there are a variety of types of masculinity in the contemporary UK. The evaluation in this band will be a narrower range than in the band above, and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates will 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 there are a variety of types of masculinity in the contemporary UK. The tone of this response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that that there are a variety of types of masculinity in the contemporary UK. Any other points will be based on common sense assertion.

0

No relevant evaluation.

**Mark Scheme 2533
January 2007**

OPTION 1: The Family

- 1 (a) Identify and explain two ways in which relationships between parents and children have changed over the last 50 years. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *More egalitarian – post-modern view that boundaries have been blurred*
- *More child-centred, especially among middle class*
- *Effect of more single parents*
- *Effect of changes in gender roles*
- *Effect of changes brought by increase in divorce, more estranged parents*
- *Greater dependence with extended time in education*
- *Greater affluence, more independence*
- *Effect of ageing population*
- *Decline in extended family*
- *Any other reasonable point.*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two ways in which relationships between parents and children have changed over the last 50 years. 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 relationships between parents and children have changed over the last 50 years. 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 relationships between parents and children have changed over the last 50 years but 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 way in which relationships between parents and children have changed over the last 50 years. 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 nuclear family is the ideal family.**[30]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *View may be located within Functionalism/New Right*
- *Ideological stance supported by the state, social policy, media and other social institutions*

Counter view provided by:

- *Dark side of the family*
- *Marxism*
- *Radical Psychiatry*
- *Feminism*
- *Post-modern views and diversity*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that the nuclear family is the ideal family. At this level candidates will show a clear understanding of the term 'nuclear family' and may contextualise it within the theory of Functionalism and/or New Right. Candidates may refer to the role of the state in re-enforcing an ideological view of the nuclear family as ideal. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. 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 nuclear family is the ideal family. Expect to see less of an informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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 nuclear family is the ideal family. The candidate may present a range of arguments but is likely to be mainly anecdotal and to concentrate on one side of the view entirely 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 nuclear family is the ideal family. 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the nuclear family is the ideal family. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both 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 nuclear family is the ideal family. Expect to see some interpretation of patterns and/or trends and/or research data on both sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that the nuclear family is the ideal family. Answers here will be more superficial and inaccurate than in the above levels and are likely to concentrate on one side of the view at the expense of the other.

1-3

The candidate displays limited ability to use at least one form of data about the view that the nuclear family is the ideal family.

0

No relevant interpretation and analysis.

A02b 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 nuclear family is the ideal family. The level of discussion will sustain relevance and coherence. Expect to see substantial evaluation 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 the nuclear family is the ideal family. 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 nuclear family are the ideal family. Evaluation may be assertive and/or one sided.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the nuclear family is the ideal family.

0

No relevant evaluation.

2 (a) Identify and explain two reasons for the increase in cohabitation. [15]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Changing norms and values*
- *Secularisation*
- *Changing role of women and desire for greater freedom*
- *Rising divorce rates*
- *Legal and social policy changes*
- *Seen as a norm in the prelude to marriage*
- *Desirable option in context of serial monogamy*
- *Any other reasonable point*

Explanations may draw on the influence of wider social changes eg trends towards individualism, changes to family organisation, consumerism, post-modernist arguments about diversity etc.

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two reasons for the increase in cohabitation. 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 increase in cohabitation 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. 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 increase in cohabitation but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. 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 example of a reason for the increase in cohabitation 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 changing role of women in society has had a significant effect on family life. [30]**

There is a range of valid approaches to this question. Some candidates may focus on one or two key areas of relevance, offering depth, while others may refer to a range of issues and offer breadth. It is valid for candidates to offer some discussion of women's changing role in society but they should not neglect the effect on family life.

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

In addressing the changing role of women in society, candidates may refer to:

- *Employment*
- *Economic factors*
- *Sexuality*
- *Effect of increased use and availability of contraception*
- *Increased involvement in the public sphere generally and/or specifically*
- *Any other reasonable point*

Effects on family life may include:

- *Changes to conjugal roles*
- *Changing masculinity*
- *Fewer children*
- *Changing relationships with children*
- *Higher expectations*
- *Increased divorce*
- *Greater consumerism*
- *Breakdown of traditional family forms (Functionalism/New Right)*
- *Greater diversity of family types*
- *Trend towards individualism*
- *Relationship to wider kin*

In evaluation:

- *Continuing hierarchy and inequality both in society and within the family*
- *Persistence of domestic violence*
- *Continuing dominance of ideology of ideal family type*
- *Feminist contributions*
- *Differences in terms of class, ethnicity etc.*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that the changing role of women in society has had a significant effect on family life and of relevant sociological ideas and concepts. There may be some recognition of family diversity in terms of ethnic and class differences. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. 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 changing role of women in society has had a significant effect on family life and of associated evidence and ideas. 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 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 the changing role of women in society has had a significant effect on family life and of some associated sociological ideas and concepts. Answers are unlikely to balance the arguments for and against the view. 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 changing role of women in society has had a significant effect on family life 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the changing role of women in society has had a significant effect on family life. 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 the changing role of women in society has had a significant effect on family life. 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 the changing role of women in society has had a significant effect on family life. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that the changing role of women in society has had a significant effect on family life.

0

No relevant interpretation and analysis.

A02b 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 changing role of women in society has had a significant effect on family life. The level of discussion will sustain relevance and coherence. Expect to see substantial evaluation 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 the changing role of women in society has had a significant effect on family life. 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 the changing role of women in society has had a significant effect on family life. 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 the changing role of women in society has had a significant effect on family life.

0

No relevant evaluation.

OPTION 2: Mass Media**3 (a) Identify and explain two trends in ownership of the mass media. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Concentration*
- *Vertical integration*
- *Cross-media ownership*
- *Diversification*
- *Transnational ownership*
- *Technological convergence*
- *Any other reasonable response.*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two trends in ownership of the mass media. 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 trends in ownership of the mass media and of associated sociological evidence. This may be uneven eg by over-concentration on one example, or a general or partial knowledge and understanding of sociological evidence. 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 trends in ownership of the mass media. Two trends may be identified but the distinctions between them unclear. One trend 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 trend in ownership of the mass media 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 media professionals are responsible for constructing the content of the news. [30]**

There is a range of valid approaches to this question. Some candidates may focus on one or two key areas of relevance, offering depth, while others may refer to a range of issues and offer breadth.

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Agenda-setting*
- *Gate-keeping*
- *Application of news values*
- *Institutional factors – news diary, costs, competition, time or space, audience*
- *Editorial policy*
- *Reference to theoretical models eg hegemonic, pluralist*

In evaluation, factors from the above list and:

- *Influence of owners*
- *Impact of regulation including internal and external, formal and informal*
- *Legal influences*
- *Influence of competition for ratings*
- *Evidence drawn from GUMG*
- *Semiological analysis*
- *Influence of consumers*
- *Impact of advertisers*
- *Reference to theoretical models eg pluralist, instrumental Marxist.*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that media professionals are responsible for constructing the content of the news and of relevant sociological ideas and concepts. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or 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. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that media professionals are responsible for constructing the content of the news and of associated sociological ideas and concepts. Knowledge and arguments in support of the view in the question will be less clear and understanding of counter arguments less developed. 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 or spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the media professionals are responsible for constructing the content of the news and of some associated sociological ideas and concepts. A limited range of points will be made with superficial examples perhaps with some or marginal relevance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that media professionals are responsible for constructing the content of the news 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that media professionals are responsible for constructing the content of the news. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view media professionals are responsible for constructing the content of the news. At this level there will be less range and some evidence may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5

The candidate displays some ability to interpret different types of data about the view that media professionals are responsible for constructing the content of the news. Answers here are likely to concentrate on one side of the view at the expense of the other.

1-3

The candidate displays limited ability to use at least one form of data about the view that media professionals are responsible for constructing the content of the news.

0

No relevant interpretation and analysis

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that media professionals are responsible for constructing the content of the news. The level of discussion will sustain relevance and coherence and counter arguments will be clearly presented. 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 argument about the view that media professionals are responsible for constructing the content of the news. 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 media professionals are responsible for constructing the content of the news. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here will be less accurate than in the above levels and are likely to 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 media professionals are responsible for constructing the content of the news.

0

No relevant evaluation.

- 4 (a) Identify and explain two ways in which the media portray social class stereotypes. [15]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- Working class stereotyped as criminals, single parents, delinquents etc
- Under-representation of working class (Jhally and Lewis)
- Underclass portrayed as undeserving poor and benefit scroungers (Golding and Middleton)
- Stereotypes of the middle classes eg as the expert, in positions of authority, aspects of lifestyle
- Over-representation of middle class (Jhally and Lewis)
- Nostalgic portrayal of upper class
- Any other reasonable response

Responses to this question are more likely to be conceptual as the range of empirical data is limited.

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which the media portray social class stereotypes. A clear understanding of the term 'stereotype' will be evident. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both examples. At the bottom of the band this may be uneven and provided in depth for only one example. 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 portray social class stereotypes and of associated sociological evidence. This may be uneven eg by over-concentration on one example or a general or partial knowledge and understanding of sociological evidence. The examples will be related in a more anecdotal manner. 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 portray social class stereotypes. Sociological ideas may be marginally related or a narrow range of features accurately covered. One example fully explained and well communicated 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 portray social class stereotypes. The material presented will be sparse and lacking detail and understanding is vague and 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.

- 4 (b) **Outline and discuss the view that the media has a significant effect on its audience.** [30]

Both theoretical argument and empirical data supporting/challenging the view may be discussed. Answers may present informed debate with contemporary examples.

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Models of media effects*
- *Case studies and their alleged link to screen violence. These should be substantiated and/or contextualised within the sociological debate about their value as evidence which proves a correlation with violent behaviour*
- *Feminist arguments about male violence/effect of pornography*
- *Research evidence eg Packard, Bobo Doll experiment, Newson, Frankfurt School*
- *In evaluation:*
- *Active audience approaches, uses and gratifications model*
- *Relevant concepts from reception analysis and the selective filter model*
- *Censorship or other forms of regulation, which may mitigate the influence of the media on its audience or illustrate the power of the media through the necessity for controls.*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that the media has a significant effect on its audience. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or 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. 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 media has a significant effect on its audience 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 media has a significant effect on its audience 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 media has a significant effect on its audience. 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the media has a significant effect on its audience. 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 media has significant effect on its audience. 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 media has a significant effect on its audience. More than one dimension to the arguments and evidence will be addressed, for or against the view. A limited range of examples may be presented some of which may be of marginal relevance.

1-3

The candidate displays limited ability to use at least one form of data about the view that the media has a significant effect on its audience.

0

No relevant interpretation and analysis

A02b 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 media has a significant effect on its audience. The level of discussion will sustain relevance and coherence and counter arguments will be clearly presented. 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 media has a significant effect on its audience. 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 media has a significant effect on its audience. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here 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 the media has a significant effect on its audience.

0

No relevant evaluation.

OPTION 3: Religion**5 (a) Identify and explain two characteristics of ‘spiritual shoppers’. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Adopt a pick and mix approach with explanation located within postmodern views*
- *Link to consumerism, individualism etc*
- *Response to social marginalisation*
- *Disaffection with traditional forms of belief*
- *Influenced by globalisation*
- *Link to increase in technologies like internet, satellite etc*
- *Explanations may draw on the growth of religious pluralism, secularisation, privatisation of belief, postmodern trends*
- *Any other reasonable response.*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two characteristics of ‘spiritual shoppers’. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both characteristics. At the bottom of the band this may be uneven and provided in depth for only one characteristic. 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 characteristics of ‘spiritual shoppers’ 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. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two characteristics of ‘spiritual shoppers’ but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. One characteristic 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 characteristic of ‘spiritual shoppers’ 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 is a form of ideological control. [30]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Location of the view within Marxist perspective*
- *Interrogation of Marxist perspective including role of religion in legitimating inequality, promoting false class consciousness*
- *Feminism and religion's oppression of women*
- *Reference to modern examples eg Christian Right in USA*

In evaluation:

- *Neo Marxist view*
- *Liberation Theology*
- *Empowering qualities of some religions*
- *Functionalist view of religion as a positive force representing consensus*
- *Weberian view of religion as force for social change*
- *New opiates such as mass media*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that religion is a form of ideological control and of relevant sociological ideas and concepts. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or 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. 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 is a form of ideological control 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. 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 is a form of ideological control and of some associated sociological ideas and concepts. A simple outline of the view 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 is a form of ideological control 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion is a form of ideological control. 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 is a form of ideological control. At this level there will be less range and some 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 religion is a form of ideological control. 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 religion is a form of ideological control.

0

No relevant interpretation and analysis

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion is a form of ideological control. The level of discussion will sustain relevance and coherence and counter arguments will be clearly presented. 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 is a form of ideological control. 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 religion is a form of ideological control. 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 religion is a form of ideological control.

0

No relevant evaluation.

6 (a) Identify and explain two characteristics of religious fundamentalism. [15]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Literal interpretation of sacred texts*
- *Opposition to modernity*
- *Rejection of religious pluralism*
- *Advocacy of conservative beliefs eg in relation to family life, gender roles and sexuality*
- *High degree of engagement with religious life*
- *Use modern technology eg internet, televangelism*
- *May emerge as a result of social crisis*
- *Any other reasonable response.*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two characteristics of religious fundamentalism. At the top of the band points may be supported by relevant examples with illustrative material elaborating concepts and/or empirical and/or theoretical knowledge and understanding presented for both characteristics. 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 characteristics of religious fundamentalism and of associated sociological ideas and concepts. 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 characteristics of religious fundamentalism and associated sociological ideas and concepts. The breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. One characteristic 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 characteristic of religious fundamentalism 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 is losing significance in the contemporary UK. [30]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Location within secularisation debate*
- *Reference to data on decline in religious participation*
- *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', Bauman on postmodernity and religion*
- *Giddens on religion and high modernity*

In evaluation:

- *Problems of measurement*
- *Role of religion in supporting the establishment*
- *RE in schools*
- *Religious fundamentalism and the search for certainty*
- *Evidence of increased participation in some religious groups*
- *Religious pluralism as evidence of continuing belief*
- *Impact of modern technology eg televangelism*
- *Heightened profile of religion in society, post 9/11*
- *The question of social profile may be discussed with reference to class, gender, ethnicity and/or age*
- *Stark and Bainbridge on religion and compensators*
- *Heelas on the New Age*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that religion is losing significance in the contemporary UK and of relevant sociological ideas and concepts. Answers will draw heavily on arguments from the secularisation debate. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. Knowledge of counter arguments to the view in the question will be clearly presented. 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 religion is losing significance in the contemporary UK 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 or two aspects of the view. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that religion is losing significance in the contemporary UK and of some associated sociological ideas and concepts. A limited outline of some aspects of the secularisation debate 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 is losing significance 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion is losing significance 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 religion is losing significance in the contemporary UK. Evidence may be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal than in the top band.

4-5

The candidate displays some ability to interpret different types of data about the view that religion is losing significance in the contemporary UK or relevant points feature but are poorly organised in a loosely focussed interpretation of the extent to which religion is losing significance in the contemporary UK.

1-3

The candidate displays limited ability to use at least one form of data about the view that religion is losing significance in the contemporary UK.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion is losing significance in the contemporary UK. The level of discussion will sustain relevance and coherence. Counter arguments highlighting the changing rather than declining nature or religious belief and practice may be presented and the candidate may include evaluative comments about the role of other factors in the decline of religion. 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 is losing significance in the contemporary UK. A clear argument in support 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 religion is losing significance in the contemporary UK. 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 religion is losing significance in the contemporary UK. The view will be either supported or refuted in a limited way.

0

No relevant evaluation.

OPTION 4: Youth and Culture**7 (a) Identify and explain two features of anti-school subcultures. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Reference to general features eg disruptive behaviour, truanting etc*
- *Evidence drawn from Willis' 'Lads'*
- *Hargreaves' work on social relations in secondary schools*
- *Mac an Ghaill's research on masculinity and school subcultures*
- *Studies on girls' responses eg Griffin*
- *Ethnic minority school subcultures*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two features of anti-school subcultures. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both features. 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 features of anti-school subcultures and of associated sociological ideas and concepts. 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 features of anti-school subcultures and of associated sociological ideas and concepts. Explanations will be more limited and examples given less pertinent or their relevance not clearly established. One feature 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 feature of anti-school subcultures 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 pupils' experience of school differs according to their gender. [30]**

There are a number of approaches to answering this question. Candidates may highlight evidence on boys and masculinity or on the experience of girls. In the top band, expect to see discussion of both male and female experience of school.

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Differences in subject choice*
- *Feminist research, eg on gender socialisation*
- *Traditional material from Spender etc*
- *Differences in school subcultural experiences*
- *Studies on masculinity eg Mac an Ghail*

In evaluation:

- *Impact of other factors such as ethnicity, social class*
- *Post-modern views on blurring of boundaries around gender and sexuality*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that pupils' experience of school differs according to their gender. Expect to see relevant theoretical references and/or empirical examples and/or concepts addressing both male and female experience. Knowledge of counter arguments to the view in the question will be clearly presented. 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 pupils' experience of school differs according to their gender and of associated sociological ideas and concepts. There may be a tendency to focus on the experience of either male or female at the expense of the other. 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 pupils' experience of school differs according to their gender and of some associated sociological ideas and concepts. A weak but marginally relevant case may be put but it will be superficial and narrow. 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 pupils' experience of school differs according to their gender and/or of one associated sociological idea or concept. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that pupils' experience of school differs according to their gender. 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 pupils' experience of school differs according to their gender. At this level there will be less range and examples may be superficially explained in terms of their relevance to the view.

4-5

The candidate displays some ability to interpret different types of data about the view that pupils' experience of school differs according to their gender. Although relevant points feature they may be poorly organised in a loosely focussed interpretation of the extent to which pupils' experience of school differs according to their gender.

1-3

The candidate displays limited ability to use at least one form of data about the view that pupils' experience of school differs according to their gender.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that pupils' experience of school differs according to their gender. The level of discussion will sustain relevance and coherence and counter arguments will be clearly presented. 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 pupils' experience of school differs according to their gender. Candidates will present judgements or summaries in relation to some appropriate material, or advance a clear but less adequately supported position. 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 pupils' experience of school differs according to their gender. 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 pupils' experience of school differs according to their gender.

0

No relevant evaluation.

- 8 (a) Identify and explain two ways in which youth subcultures are influenced by social class. [15]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Explanations from traditional material on post-war youth culture from Cohen, Clarke, etc*
- *More recent material from Willis etc*
- *Middle class and counter-culture*
- *Illustrative examples may include skinheads, punks, hippies*
- *Concepts such as status frustration, resistance, 'magical solution'*
- *Any other reasonable response.*

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which youth subcultures are influenced by social class 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 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 ways in which youth subcultures are influenced by social class and of associated sociological ideas and concepts. Candidates are likely to provide relevant substantive examples which illustrate key ways well and, although accurate, 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 youth subcultures are influenced by social class and of some sociological ideas and concepts. 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 way in which youth subcultures are influenced by social class 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 ethnic minority subcultures are formed in response to racism. [30]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Empirical evidence suggesting that distinctive black youth subcultures emerged from marginalisation from white society*
- *Role of the media eg moral panics*
- *Hall on 'Policing the Crisis'*
- *Reference to specific forms eg Rastafarianism, Rude Boys*

In evaluation:

- *Social class as the dominant social division for many ethnic minority groups*
- *Resistance to capitalism as the key underlying motivation*
- *Age as the dominant social division*
- *Functionalist views*
- *Role of media and markets in constructing youth styles*
- *The over-theorising of youth subcultures*
- *Feminist views.*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that ethnic minority subcultures are formed in response to racism and of relevant sociological evidence and ideas. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. Knowledge of counter arguments to the view in the question will be clearly presented. 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 ethnic minority subcultures are formed in response to racism 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 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 ethnic minority subcultures are formed in response to racism 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 ethnic minority subcultures are formed in response to racism 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.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that ethnic minority subcultures are formed in response to racism. 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 ethnic minority subcultures are formed in response to racism. 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 ethnic minority subcultures are formed in response to racism.

4-5

The candidate displays some ability to interpret different types of data about the view that ethnic minority subcultures are formed in response to racism. 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 ethnic minority subcultures are formed in response to racism.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that ethnic minority subcultures are formed in response to racism. The level of discussion will sustain relevance and coherence. There may be reference to the impact of class and other forms of social differentiation. 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 ethnic minority subcultures are formed in response to racism. 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 ethnic minority subcultures are formed in response to racism. 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 ethnic minority subcultures are formed in response to racism.

0

No relevant evaluation.

**Mark Scheme 2534
January 2007**

Item A

'The 2003 Great Britain Day Visits Survey' collected information on day trips made for leisure purposes from home to locations anywhere in Great Britain.

Activity	Percentages	
	Males	Females
Eating or drinking out	21	15
Hill walking/rambling	14	16
Visiting friends or relatives in their home	12	16
Shopping	8	15
Taking part in sports	12	6
A hobby or special interest	7	8
Visiting a leisure attraction or special event	5	7
Other	12	9
All visits	100	100

Source: Great Britain Day Visits Survey, The Countryside Agency 2003

Item B

You have been asked to consider a research design in terms of its reliability, validity, representativeness and generalisability. The aim of the research is to investigate the reasons why some young people take part in outdoor binge drinking*. The design consists of:

- carrying out a brief survey of students in four secondary schools in the South East of England to find a sample of students who take part in binge drinking.
- carrying out group interviews with a random sample of students from the above schools, chosen because they reported involvement in binge drinking.
- administering semi-structured questionnaires to the form tutors of these students to ask their opinion on why young people take part in binge drinking.

*(*nb: binge drinking can be defined as consuming a large amount of alcohol over a very short period of time)*

Questions

- (a) Briefly explain the meaning of the term 'primary data'. [6]

AO1 Knowledge and Understanding (inc. Presentation and Communication)

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

- *examples of methods which could be used to generate primary data*
- *advantages/disadvantages of collecting and using primary data*
- *examples of research using primary data collection methods*

4-6

At the top of this band, responses display a range of knowledge and understanding of the concept 'primary data' and responses will directly address the question. Expect to see a clear and accurate definition. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept and there will be a sense of the core meaning. There may be some errors of grammar, punctuation and spelling.

1-3

At the top of this band, knowledge and understanding of the term 'primary data' will be partial and/or insufficient. Answers at the bottom of this band will display an awareness of one aspect of the term 'primary data'. Responses will and almost certainly 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 males and females in their choice of day visits. [8]

AO2a Interpretation and Analysis

- *eating or drinking out is the most popular activity for males; one fifth (21%) of men took part in this activity, whereas it only accounted for 15% of women; a difference of 6%*
- *women were almost twice as likely as men to go on a shopping trip (15% of women, compared to 8% of men).*
- *men were twice as likely to take part in sports or active pursuits – 12% of men did this; compared to only 6% of women.*

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 responses that clearly identify any of the **two** points listed above.

Candidates who identify the 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 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 variations. Interpretation may be comparative but descriptive in tone. The second difference 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. There will be a tendency to indiscriminately describe the data rather than answer the question. Award one mark for responses which identify one main difference but where analysis/interpretation is weak.

0

No relevant points.

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

Strengths:

- *strengths of purposive type sampling – could be linked to validity.*
- *advantages of using structured questionnaires.*
- *strengths of using random sampling technique.*
- *strengths of using group interviews.*
- *strengths of using method triangulation.*
- *any other reasonable response.*

Weaknesses:

- *problems with access/sampling techniques – problematic nature of using a non-random sampling technique; disadvantages of using random sampling (link to issues of representativeness).*
- *weaknesses associated with using questionnaires and/or group interviews.*
- *relevance (validity) of surveying form tutors about why young people binge drink.*
- *ethical issues of dealing with a sensitive subject.*
- *any other reasonable response.*

AO1 Knowledge and Understanding (inc. Presentation and Understanding)

- *knowledge and understanding of a key concept (validity; reliability; representativeness/generalisability; ethics).*
- *explanation of both strength and weakness.*

7-8

The candidate will display a range of knowledge and understanding. Responses will correctly identify one strength and one weakness of the research design and will offer a full explanation for each. In this band, candidates are expected to make accurate references to at least one of the basic concepts of research design for each stated strength. At the bottom of the band, explanation for one 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/weakness in an accurate, clear and conceptually detailed fashion but references to another may be underdeveloped.
- one strength and weakness but both underdeveloped but including partial 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/weakness, but explanation will be partial and will probably not include any accurate reference to the basic concepts.

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

1-2

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 include only one without any explanation.

The candidate will present material of marginal relevance. 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.*
- *ability to show the effects of the strength on the stated research aim(s).*

7-8

Responses display the ability to select appropriate elements from the research design for analysis. At the top of this band, responses will clearly and accurately explain *how* each feature of the research design could be regarded as a strength and 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 the strength or weakness.

5-6

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

3-4

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

- selecting two features 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.

The candidate will correctly select one strength but will leave this completely unexplained

0

No relevant points.

- (d) Outline and assess one sociological research method of collecting information about whether choice of leisure activities varies between adults from different social classes. [30]**

The most appropriate methods for this research are:

- *Questionnaires.*
- *Interviews.*
- *Personal diaries.*
- *Any other reasonable method.*

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

- *sample size.*
- *access to sample of adults from different social classes.*
- *sampling method.*
- *response rates.*
- *operationalisation of key concepts (Social class; leisure activities).*
- *ethical considerations.*
- *the relationship between the researcher and those being researched.*

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

- *validity of the method.*
- *reliability of the method.*
- *representativeness and 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. There should be a clear link established between the data collection technique and the context of the research ie adults choice of leisure activities. Answers that build their responses around the context will be a hallmark of those located at the top of this band. Responses should demonstrate knowledge and understanding of the key research concepts and how their chosen method relates to the wider research process. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

10-14

Answers display some knowledge and understanding of one research method. Candidates who display a sound technical knowledge of the research method and concepts but who do not contextualise their responses may be placed at the top of this band. Candidates who focus on the context of the research design in a detailed, confident and accurate way but do not explicitly focus on one method may also be placed in this band. At the bottom of the 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 generalized 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.*
- *strengths and weaknesses of the chosen sampling technique.*
- *evaluation in terms of the basic research concepts.*
- *triangulation.*
- *ethical issues.*

10-12

Answers will evaluate a variety of the features of their chosen method of data collection and aspects of the wider 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 research design in relation to the key research concepts throughout but may lack contextualization. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.

7-9

Answers identify and develop some evaluation of the method in relation to the key concepts. At the top of this band, answers will evaluate the method using key concepts in a sustained way, but do not contextualize their response, or evaluation is contextualized well but not sustained throughout. At the bottom of this band there may be a tendency towards generalised commentary.

4-6

Answers offer a basic evaluation. Reference to key concepts will be either implicit, partial or inaccurate. At the bottom of the band, responses may focus on a narrow range of predominantly practical issues related to general issues of data collection. 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
January 2007**

1 Outline and assess realist explanations of crime and deviance.

Expect to see a clear understanding of left realism and right realism. Issues will be discussed such as the official statistics and crime, victimisation studies and victims of crime, the square of crime, social exclusion, rationality and crime, zero tolerance. Expect to see responses using concepts such as subculture, relative deprivation, marginalization, inclusion, exclusion, broken windows, socialization with confidence.

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

Young; Lea, Matthews; Kinsey; Wilson; Kelling; Hemstein; Jones; Hughes; Gilroy; Ruggiero.

AO 1 Knowledge and understanding [0-28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to realist explanations of crime and deviance.

In this band candidates will present a balance, logical and coherent answer which clearly 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 theory relevant to realist explanations of crime and deviance.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theorists relevant to realist explanations of crime and deviance. Responses in this band are likely to provide a basic account of realist explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to realist explanations of crime and deviance. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the causes of crime not related to realism. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and Analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of realist explanations of crime and deviance. This may focus on the measurement of crime, the causes of crime, policing, rationality and crime. Specific issues and concepts such as marginalization, relative deprivation, subcultures, social exclusion and inclusion, socialization, zero tolerance 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 realist explanations of crime and deviance.

Responses in this band will either be narrowly focused on one issue eg policing or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of realist 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 point relevant to realist 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.

AO 2(b) 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 an over-reliance on subcultural analysis in left realism, the lack of empirical evidence to support realist explanations, the over-emphasis on street crime, etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about realist 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 the view that the police label some social groups as criminal or deviant.

Expect to see a clear understanding of theories such as Marxism, left realism, feminism, interactionism. Issues will be discussed such as the nature of policing, the importance of ideology and culture within the police, the significance of moral panics, the importance of discretion. Expect to see responses using concepts such as repressive state apparatus, ideology, hegemony, moral panics, institutional racism, stereotypes, military policing, labelling, scapegoats, folk devils with confidence.

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

Althusser; Box; Gilroy; Hall Taylor, Walton and Young; Holdaway; MacPherson; Lea and Young; PSI; Chambliss; Smart; Walklate; Phillips and Bowling; Croall; Gordon.

AO 1 Knowledge and understanding [0-28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the police label some social groups as criminal or deviant.

In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the view that the police label some social groups as criminal or deviant.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that the police label some social groups as criminal or deviant. Responses in this band are likely to provide a basic account of the view 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 relevant to the view that the police label some social groups as criminal or deviant. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the causes of crime not related to policing. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the view that the police label some social groups as criminal or deviant. Policing relating to ethnicity, social class, gender and age may be analysed. Specific issues and concepts such as stereotyping, military policing, scapegoats, repressive state apparatus, folk devils, moral panics, discretion, institutional racism, canteen culture, labelling 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 the police label some social groups as criminal or deviant.

Responses in this band will either be narrowly focused on one issue eg racism 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 police label some social groups as criminal or deviant. 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 point relevant to the view that the police label some social groups as criminal or deviant. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 extent to which certain groups are labelled, the validity of concepts such as moral panics, the problem with ideal-types such as military policing, the contested nature of institutional racism etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that the police label some social groups as criminal or deviant 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 role of schools in the transmission and reproduction of culture.

Expect to see a clear understanding of theories such as functionalism, Marxism, feminism, interactionism. Issues will be discussed such as the nature of social and cultural production, the transmission of particular forms of knowledge, the nature of the hidden curriculum in schools, different forms of culture relating to ethnicity, class and/or gender. Expect to see responses using concepts such as cultural capital, cultural deprivation, patriarchy, ethocentrism, hidden curriculum, subcultures, popular culture, high culture, language codes with confidence.

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

Bourdieu; Bowles and Gintis; Bernstein; Durkheim; Parsons; Hargreaves; Althusser; Willis; Coard; Gilroy; Spender; Sullivan.

AO 1 Knowledge and understanding [0-28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the role of schools in the transmission and reproduction of culture. In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the role of schools in the transmission and reproduction of culture.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the role of schools in the transmission and reproduction of culture and deviance. Responses in this band are likely to provide a basic account of the role of schools in the transmission and reproduction of culture 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 relevant to the role of schools in the transmission and reproduction of culture. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about educational achievement. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the role of schools in the transmission and reproduction of culture. This may focus on theories of the hidden curriculum, education as an ideological state apparatus, theories of culture such as cultural capital theory, different forms of knowledge etc. Specific issues and concepts such as patriarchy, language codes, cultural capital, ethnocentrism, subcultures 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 role of schools in the transmission and reproduction of culture.

Responses in this band will either be narrowly focused on one issue eg hidden curriculum or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the role of schools in the transmission and reproduction of culture. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

Refers to, and makes a limited interpretation of at least one point relevant to the role of schools in the transmission and reproduction of culture. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 over-deterministic nature of theories of the hidden curriculum, the neglect of the importance of subcultures and resistance, the lack of empirical evidence for the existence of language codes, the generalized nature of theories etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the role of schools in the transmission and reproduction of culture 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 the view that processes within schools may lead to gender differences in educational achievement.

Expect to see a clear understanding of theories such as interactionism, Marxism, feminism. Issues will be discussed such as the nature of differential achievement related to gender, the classification of pupils according to ability eg banding, teacher expectations, the nature of classroom interaction, the significance of peer groups. Expect to see responses using concepts such as labelling, pro-education culture, setting, streaming, banding, anti-school culture, typing, self-fulfilling prophecy, hidden curriculum, language codes with confidence.

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

Becker; Keddie; Ball; Hargreaves; Rosenthal and Jacobson; Woods; Furlong; Brown; Willis; Stanworth; Francis; Spender; French; Corrigan; Mitsos and Browne, Wragg.

AO 1 Knowledge and understanding [0-28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that processes within schools may lead to gender differences in educational achievement.

In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the view that processes within schools may lead to gender differences in educational achievement.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that processes within schools may lead to gender differences in educational achievement. Responses in this band are likely to provide a basic account of the view that processes within schools may lead to gender 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 or theory relevant to the view that processes within schools may lead to gender differences in educational achievement. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the history of education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the view that processes within schools may lead to gender differences in educational achievement. This may focus on the nature and impact of labelling, the classification of pupils, the nature of classroom interaction.

Specific concepts and issues such as setting, streaming, banding, subcultures, typing, self-fulfilling prophecy 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 processes within schools may lead to gender differences in educational achievement.

Responses in this band will either be narrowly focused on one issue eg 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 processes within schools may lead to gender 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 point relevant to the view that processes within schools may lead to gender differences in educational achievement. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 over-deterministic nature of theorizing, resistance to labelling, the significance of outside school factors eg cultural/material influences, the lack of empirical support for concepts such as the self-fulfilling prophecy etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that processes within schools may lead to gender 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 impact of health care provision on inequalities in health and illness.

Expect to see a clear understanding of theories such as social democratic, Marxism, new right, feminism. Issues will be discussed such as the changing nature of health care provision, the role of health authorities, private health provision and insurance, the nature of inequalities in health and illness related to social class, disability, age, gender and/or ethnicity, the uses and costs of technology and drug treatment, the introduction of marketisation.

Expect to see responses using concepts such as the internal market, welfare pluralism, marketisation, privatization, complementary medicine, competitive tendering, community care, patriarchy with confidence.

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

Griffiths; McKeown; Black; Acheson; Townsend; Graham; Culley and Dyson; Annandale; Oakley; Hart.

AO 1 Knowledge and understanding [0-28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the impact of health care provision on inequalities in health and illness.

In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the impact of health care provision on inequalities in health and illness.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the impact of health care provision on inequalities in health and illness. Responses in this band are likely to provide a basic account of the impact of health care provision on inequalities in health and illness 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 relevant to the impact of health care provision on inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the history of the NHS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of the impact of health care provision on inequalities in health and illness. This may focus on the nature of inequalities in terms of gender, age, ethnicity, social class and/or disability related to provision. Specific provision needs to be linked to inequalities eg private provision and social class inequalities. Specific concepts and issues such as funding, private/public/voluntary provision, the inverse care law, marketisation, community care, patriarchy 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 impact of health care provision on inequalities in health and illness.

Responses in this band will either be narrowly focused on one issue eg marketisation or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the impact of health care provision on 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 point relevant to the impact of health care provision on 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.

AO 2(b) 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 theoretical positions, the effects of provision compared to other factors eg poverty, the contradictory nature of different policies, problems in measuring health and illness etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the impact of health care provision on 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.

6 Outline and assess the bio-mechanical model of health and illness.

Expect to see a clear understanding of the bio-mechanical model of health and illness. Issues will be discussed such as the prominence of this model within western medicine, theoretical explanations of the emergence of the model, the 'scientific' measure of health and illness, the role of the medical professions in delivering health and illness, the elements of the model in terms of mind-body dualism and specific aetiology, the significance of doctor-patient relationships. Expect to see responses using concepts such as biomedical model, dualism, mechanical metaphor, objective science, specific aetiology, iatrogenic, medicalisation, stigma, social control with confidence.

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

Parsons; Hart; McKeown; Turner; Foucault; Blaxter; Oliver; Illich; Goffman; Jewson; Freud and McGuire; Oakley; Graham; Doyal, Navarro.

AO 1 Knowledge and understanding [0-28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the bio-mechanical model of health and illness. In this band candidates will present a balanced, logical and coherent answer which clearly 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 theory relevant to the bio-mechanical model of health and illness.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the bio-mechanical model of health and illness. Responses in this band are likely to provide a basic account of the bio-mechanical model of 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 relevant to the bio-mechanical model of health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the history of medicine. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of the bio-mechanical model of health and illness. This may focus on explanations of how the model developed, the dominance of the model, the relationship of the model to the 'scientific' measure of health and illness, the importance of the role of the medical professions, medical discourse as power. Specific concepts and issues such as dualism, specific aetiology, iatrogenesis, sick role, stigma, medicalisation, social control, labelling, western medicine 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 bio-mechanical model of health and illness.

Responses in this band will either be narrowly focused on one issue eg the role of doctors or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the bio-mechanical model of 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 point relevant to the bio-mechanical model of health and illness. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 social construction of health and illness, the inadequacies of measurements of health and illness, medicalisation as social control, problems with mind-body dualism, theoretical critiques of the model eg from interactionist, feminist or Marxist perspectives etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the bio-mechanical model of 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 identities are constructed by the culture industries.

Expect to see a clear understanding of theories such as Marxism, interactionism, feminism, post modernism. Issues will be discussed such as the nature of the culture industries, the significance of popular culture, (the nature of identities, the decline of traditional sources of identity, the significance of consumption, lifestyle choices in relation to fashion, music etc. Expect to see responses using concepts such as style, culture, lifestyle, scene, subcultures, popular culture, consumption, globalization, logo, branding, resistance with confidence.

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

McRobbie; Mason; Rojek; Gilroy; Johal; Hebdige; Jenkins; Miller; Frith; Willis; Entwistle.

AO 1 Knowledge and understanding [0-28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that identities are constructed by the culture industries.

In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the view that identities are constructed by the culture industries.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that identities are constructed by the culture industries. Responses in this band are likely to provide a basic account of the view that identities are constructed by the culture industries 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 relevant to the view that identities are constructed by the culture industries. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about popular culture. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the view that identities are constructed by the culture industries. This may focus on theoretical accounts of the construction of identities, the nature and significance of the culture industries, the importance of consumption, the impact of globalization, the nature of specific styles, subcultures, scenes. Specific concepts and issues such as logos, brands, lifestyle, popular culture, globalization, identities 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 identities are constructed by the culture industries.

Responses in this band will either be narrowly focused on one issue eg consumption and identities 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 identities are constructed by the culture industries. 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 point relevant to the view that identities are constructed by the culture industries. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 definitions of identity, whether identity is related to choice, the importance of resistance to the culture industries eg subcultures, traditional sources of identity eg ethnicity etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that identities are constructed by the culture industries 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 the view that popular culture is inferior to other types of culture.

Expect to see a clear understanding of theories such as Marxism, feminism, postmodernism. Issues will be discussed such as the nature of different forms of culture, the development of popular culture, the relationship between the mass media and popular culture, the cultural role and power of high culture, the relationship between social class and culture. Expect to see responses using concepts such as high culture, popular culture, folk culture, mass culture, globalization, mass media, cultural relativism, cultural elitism, hegemony with confidence.

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

Adorno; Horkheimer; Marcuse; C.C.C.S; Willis; Hebdige; McRobbie; Gramsci; Williams; Ferguson; Swingewood; Foucault; Gilroy.

AO 1 Knowledge and understanding [0-28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that popular culture is inferior to other types of culture.

In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the view that popular culture is inferior to other types of culture.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that popular culture is inferior to other types of culture. Responses in this band are likely to provide a basic account of popular culture 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 relevant to the view that popular culture is inferior to other types of culture. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the mass media. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the view that popular culture is inferior to other types of culture. This may focus on the differences between cultural forms, approaches to popular culture, the role of the mass media and the culture industries, the relationship between social class and types of culture. Specific concepts and issues such as high culture, folk culture, mass culture, globalization, hegemony 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 popular culture is inferior to other types of culture.

Responses in this band will either be narrowly focused on one issue eg social class and 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 inferior to other types of culture. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

Refers to, and makes a limited interpretation of at least one point relevant to the view that popular culture is inferior to other types of culture. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 relativity of culture, the resistance to popular culture by localized and/or national communities, the elitist nature of critiques of popular culture, inadequacies of theoretical perspectives on culture, problems with absolutist definitions of cultures etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that popular culture is inferior to other types of culture 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 'third way' models of welfare provision.

Expect to see a clear understanding of theories such as Marxism, feminism, social democratic, new right, 'third way'. Issues will be discussed such as the emergence of 'third way' models, the impact of new labour policies, the theoretical underpinning of 'third way' models, differences between the traditional and active welfare state, the significance of the concept of social exclusion. Expect to see responses using concepts such as collectivism, individualism, citizenship, welfare pluralism, dependency, universal and selective provision, poverty, social exclusion, rights, responsibilities with confidence.

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

Giddens; Blair; Page; Townsend; Murray; Etzioni; Hutton; Marshall; Blakemore; Levitas; Ginsberg; Alcock; Sinclair; Blunkett.

AO 1 Knowledge and understanding [0-28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the 'third way' models of welfare provision. In this band, candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the 'third way' models of welfare provision.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the 'third way' models of welfare provision. Responses in this band are likely to provide a basic account of 'third way' models of welfare provision 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 relevant to the 'third way' models of welfare provision. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of 'third way' models of welfare provision. This may focus on differences between theoretical perspectives, the distinctive nature of 'third way' models, the origins of 'third way' models, the nature of specific 'third way' policies and their consequences. Specific concepts and issues such as the active welfare state, social exclusion, welfare to work, citizenship, rights and responsibilities 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 third way models of welfare provision.

Responses in this band will either be narrowly focused on one issue eg social exclusion or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of 'third way' models of welfare provision. 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 point relevant to 'third way' models of welfare provision. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 contradictory nature of 'third way' models, whether the 'third way' is a distinctive model, critiques of social integrationist discourse, for example from a Marxist perspective, assessments of the consequences of third way policies etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about 'third way' models of welfare provision 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 the welfare state has produced an underclass.

Expect to see a clear understanding of theories such as New Right, Marxism, Weberianism, Social democratic, feminism. Issues will be discussed such as the nature of the underclass, the development of the welfare state, specific policies relating to poverty, the creation of dependency culture according to certain theoretical perspectives, social, political and economic changes, ideologies of welfare. Expect to see responses using concepts such as underclass, dependency culture, Thatcherism, welfare pluralism, social exclusion, poverty, collectivism, rights with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Murray; Marsland; Field; Dahrendorf; Hutton; Pahl, Blakemore; Lister; Joseph; Townsend; Holman; Walker; Deakin; Alcock; Heath; Crain; Blackman.

AO 1 Knowledge and understanding [0-28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state has produced an underclass. In this band, candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the view that the welfare state has produced an underclass.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that the welfare state has produced an underclass. Responses in this band are likely to provide a basic account of the view that the welfare state has produced an underclass 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 relevant to the view that the welfare state has produced an underclass. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the view that the welfare state has produced an underclass. This may focus on theories of the underclass, the development of the welfare state, the impact of social, political and economic change, the significance of ideologies, specific policies relating to poverty and/or social exclusion. Specific issues and concepts such as dependency culture, social exclusion, benefits, unemployment, crime, illegitimacy, structural and cultural factors 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 the welfare state has produced an underclass.

Responses in this band will either be narrowly focused on one issue eg 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 the welfare state has produced an underclass. 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 point relevant to the view that the welfare state has produced an underclass. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 the concept of underclass, the lack of empirical evidence to support the theories of the underclass, whether the underclass constitutes a social class, whether the welfare state has created the underclass rather than other factors eg the economy, the ideological nature of underclass theory etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that the welfare state has produced an underclass 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 the view that the growth of new social movements reflects a search for identity.

Expect to see a clear understanding of theories such as Marxism, feminism, postmodernism, post-structuralism. Issues will be discussed such as theories of new social movements, the nature of identity and how this relates to new social movements, the decline of social class as a source of identity, the relationship between political ideology and new social movements. There may be a focus on particular new social movements eg environmental movements. Expect to see responses using concepts such as old social movements, identities, risk, reflexivity globalization, ideology, direct action, pressure groups, bunde, branding with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Touraine; Marcuse; Scott; Hallsworth; Giddens; Klein; Inglehart; Melucci; Beck; Hall; Habermas.

AO 1 Knowledge and understanding [0-28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the growth of new social movements reflects a search for identity. In this band, candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the view that the growth of new social movements reflects a search for identity.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that the growth of new social movements reflects a search for identity. Responses in this band are likely to provide a basic account of the view that the growth of new social movements reflects a search for identity 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 relevant to the view that the growth of new social movements reflects a search for identity. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about new social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the view that the growth of new social movements reflects a search for identity. This may focus on different theories of identity, the relationship between identity and gender, ethnicity, social class etc, the impact of globalization. There may be a focus on particular new social movements eg animal rights, environmental issues. Specific concepts and issues such as identities, ideology, direct action, risk, globalization, pressure groups, old social movements, branding 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 the growth of new social movements reflects a search for identity.

Responses in this band will either be narrowly focused on one issue eg globalization 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 the view that the growth of new social movements reflects a search for identity. 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 point relevant to the view that the growth of new social movements reflects a search for identity. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) Evaluation [10-16 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 whether new social movements reflect a search for identity or have developed for other reasons eg the failure of old social movements, the difficulty of establishing fundamental differences between old social movements, pressure groups and new social movements, the continuing relevance of other sources of identity eg ethnicity, social class, the adequacies of particular theories, the importance of political and/or economic interests for some new social movements eg feminism, etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that the growth of new social movements reflects a search for identity 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 relationship between direct action and disadvantaged groups in society.

Expect to see a clear understanding of theories such as feminism, Marxism, post-modernism. Issues will be discussed such as the nature of disadvantage and which groups are disadvantaged in society, the meaning of direct action eg demonstrations, strikes etc, the nature of issue-based and identity politics, the alleged decline of political action based on social class, the decline in support for mainstream political parties. Expect to see responses using concepts such as direct action, identity, globalization, social exclusion, marginalization, alienation, reflexivity, global branding with confidence.

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

Hallsworth; Hall; Beck; Klein; Gorz; Marcuse; Habermas; Touraine; Scott; Hyman, Beynon; Melucci.

AO 1 Knowledge and understanding [0-28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the relationship between direct action and disadvantaged groups in society.

In this band candidates will present a balanced, logical and coherent answer which clearly 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 theories relevant to the relationship between direct action and disadvantaged groups in society.

The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the relationship between direct action and disadvantaged groups in society. Responses in this band are likely to provide a basic account of the relationship between direct action and disadvantaged groups in society 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 relevant to the relationship between direct action and disadvantaged groups in society. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about political action. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO 2(a) Interpretation and analysis [0-16 marks]**13-16**

Selects and organizes relevant material to provide a clear analysis of the relationship between direct action and disadvantaged groups in society. This may focus on the changing nature of political action, the nature of disadvantaged groups in society, the growth of new social movements, the decline of support for mainstream political parties, the impact of globalization, particular case study examples of direct action.

Specific concepts and issues such as anti-globalisation, anti-capitalism, identity, strikes, demonstrations, riots, risk, alienation, marginalization, social exclusion 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 relationship between direct action and disadvantaged groups in society.

Responses in this band will either be narrowly focused on one issue eg disadvantaged groups and demonstrations or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the relationship between direct action and disadvantaged groups in society. 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 point relevant to the relationship between direct action and disadvantaged groups in society. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO 2(b) 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 whether direct action is linked to disadvantage, whether other types of political action are still significant, whether new social movements express a search for identity rather than a concern with disadvantage, the adequacies of theories related to direct action etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the relationship between direct action and disadvantaged groups in society 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
January 2007**

- (a) **Using only Item A, identify two problems of using postal questionnaires to collect data on young people's participation in music outside of lesson time.**
[6]

AO2(a) Interpretation and Analysis[0- 6 marks]

Reward answers which refer to any two of:

- (i) *Small number of replies*
- (ii) *Replies from people who the questionnaire was not sent to*
- (iii) *Any other reasonable response*

- 4-6 The candidate shows the ability to select and analyse two problems of using postal questionnaires to collect data on young people's participation in music outside of lesson time.

At the top of this level both reasons will be clearly selected and supported by the accurate statistics and explained in relation to postal questionnaires. Accurate reference will be made to representativeness and/or generalisability in relation to the low response rate, validity is likely to be referred to in relation to (ii).

At the bottom of this level the candidate displays some ability to select and analyse two problems of using postal questionnaires to collect data on young people's participation in music outside of lesson time.

Two reasons will be accurately selected and supported by accurate statistics but not explained or one reason will be accurately selected and explained and the other will be partial.

- 1-3 At the top of this level, the candidate will display basic ability to select and analyse one/two problems with using postal questionnaires to collect the data. Responses will either offer one problem with an explanation or two problems both of which are 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 two advantages of using a pilot study to collect data on the musical tastes of young people.**
[8]

Advantages

- *Questions can be checked for clarity*
- *Can ask questions to help inform the main study*
- *Can collect some initial data on which to base main study*
- *Can check the best order to ask questions*
- *Can check instructions to interviewers*
- *Can identify any inappropriate questions*
- *Any other reasonable response*

AO1 Knowledge and Understanding [0-8 marks]

7-8 The candidate shows wide-ranging and detailed knowledge and understanding of two advantages. The candidate presents material so that it addresses the context of the musical tastes of young people. 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 two advantages of using a pilot study to collect data on the musical tastes of young people, one advantage may be explained more clearly than the other.

The candidate should address the context of the musical tastes of young people. Responses that are detailed and wide-ranging but are not contextualised should be placed at the top of this level.

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

3-4 The candidate displays basic knowledge and understanding of two advantages of using a pilot study to collect data on the musical tastes of young people.

Candidates who present only one advantage should not be rewarded above this level.

1-2. The candidate will display limited knowledge and understanding of the advantages of using a pilot study. The response is likely to be of only marginal relevance to the musical tastes of young people.

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]

Candidates may include the following:

- *67% of respondents said girls were more likely to participate in formal music making in school than boys.*
- *This was true for all ethnic groups*
- *Participation decreased slightly in years 6 and 9*
- *Accurate data from the table covering all 6 ethnic groups and the likelihood or not of their participation in ensemble music-making activities.*

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

AO2(a) Interpretation and Analysis [0-10 marks]

- 8-10. The candidate clearly shows the ability to select from and analyse a wide range of data from the research findings in Item A. Where appropriate candidates should support their answers with reference to accurate statistics.
- 6-7. The candidate will show the ability to select from and analyse a range of the findings identified in ITEM A. Responses may be partially supported by reference to accurate statistics.
- 4-5 The candidate shows basic ability to select and analyse a range of the findings identified in ITEM A. These answers are likely to be list-like. Answers may describe the data rather than analysing it. Some answers may focus on one type of data but in a detailed way. Candidates who consistently make assumptions about the data are likely to be placed in this level.
- 1-3 The candidate displays limited ability to select and summarise some of the findings identified in ITEM A. At the bottom of this level candidates will probably only identify one piece of data.
- 0 No relevant sociological points (NRSP)

- (d) **Outline and explain the research process that you would adopt in collecting qualitative data to find out how much informal music making there is in your area and whether girls are involved. [14]**

Candidates are likely to focus on:

1. The research process

- *Background research*
- *Aims/research question*
- *Target population/sampling frame/sampling technique/sample size*
- *Theoretical considerations*
- *Pilot study*
- *Access*
- *Operationalisation of concepts (young people, informal music making)*
- *Method/s of collecting quantitative data (questionnaires using closed questions, structured/semi-structured/unstructured interviews)*
- *Ethical concerns*
- *Relevant key research concepts*

2. The research context

- *Young people*
- *Local*
- *Informal music making*
- *Involvement of girls*

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 open question questionnaires or unstructured interviews.

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

At the bottom of this level the research designs will be limited. The research context may be ignored and the response may focus on only one element of the process.

0. No relevant sociological points (NRSP)

AO2 [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 will usually make clear links between theory/ies and the research design. Accurate, explicit reference is likely to be made to

- reliability and candidates could accurately refer to other key concepts - validity, representativeness and/or generalisability.
- 5-6. The candidate will show some ability to explain their choice of research process and justify some elements of that process. 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. Responses may address issues of reliability, validity, representativeness and/or generalisability in a partial and/or confused way.
- 1-2 The candidate will display limited ability to explain one or two aspects of the research process/method. There may be a partial description of one/two key research concepts. Candidates may use inappropriate methods such as open question questionnaires 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]

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 will accurately address theoretical issues in relation to the context and the research process.

At the bottom of this level candidates may address theoretical issues. They should refer accurately to two/three of the relevant key concepts

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.

At the bottom of this level responses may be generalised.

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 may 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).

AO2(b) 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 such as validity 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 weaknesses identified, though these may not be fully explored. Relevant key research concepts should 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 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
January 2007**

Question 1.**(a) Using Item A identify two trends in the ownership of wealth in the UK between 1976 and 2003**

Award one mark for the identification of a trend and up to two marks for the use of evidence (%) from Item A to support each. Each trend is worth a maximum of 3 marks.

The trends in the ownership of wealth in the UK are:

- Ownership of wealth remains very unequal over time, with numerical reference.
- An increase in the proportion of wealth owned by the most wealthy 1% from 21% in 1976 to 23% in 2003
- An increase in the proportion of wealth owned by the most wealthy 5% from 38% in 1976 to 43% in 2003
- An increase in the proportion of wealth owned by the most wealthy 10% from 50% in 1976 to 56% in 2003
- An increase in the proportion of wealth owned by the most wealthy 50% from 92% in 1976 to 94% in 2003
- Relatively little change, with appropriate numerical evidence to illustrate

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

Shows the ability to select and analyse the two trends in the ownership of wealth from Item A. The data will be taken from Item A, and there will be the use of evidence to support both trends.

1-3

Shows some ability to select and analyse two trends in the ownership of wealth from Item A. The data will be taken from Item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

(b) Using Item B, identify and explain two consequences of living in poverty. (6 marks)

Award one mark for the identification of a consequence of living in poverty and up to two marks for the use of evidence from the item to support to each consequence. Each 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.

The consequences are:

- Dietary/health, with reference to a lack of money
- Inability to give their children the best in life, influencing child's confidence
- Inability to give their children the best, resulting in feelings of parental failure
- Poverty as a temporary condition, moving in and out over time.

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

Shows the ability to select and analyse two consequences of living in poverty. The two consequences 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 the consequences of poverty. The consequences will be taken from Item B, and there is likely to be some use of evidence used in support.

0

No relevant sociological points.

(c) Briefly explain two methodological problems associated with measuring poverty in the UK. (12 marks)

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

Problems include:

- Defining poverty/subjectivity of the research/er?
- Deprivation index, what to include?
- Transitory nature of living in poverty? Avoiding a snapshot
- Existence of a poverty line/who decides?
- Regional variation/sampling/representativeness
- Cost of a study
- Ethics
- Choice of appropriate method

AO2 (a): Interpretation and Analysis**10-12**

Selects and organises relevant material to provide a clear account of two methodological problems associated with measuring poverty in the UK. In this band the problems selected will be clearly relevant to research on poverty in the UK.

7-9

Selects relevant material to provide an analysis of two methodological problems associated with measuring poverty in the UK.

In this band the points selected are likely to be generalised and not related directly to measuring poverty in the UK. Responses in this band may be unbalanced or there may be a list of a number of three or four difficulties left undeveloped.

4-6

Selects some relevant material to provide some analysis of the methodological problems associated with measuring poverty in the UK.

Responses in this band may select and analyse one problem and relate it to research on measuring poverty in the 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 methodological problems associated with measuring poverty in the UK. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) **Using your wider sociological knowledge outline evidence showing which social groups are most likely to live in poverty in the 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 evidence of the social groups most likely to live in poverty in the UK. The likely groups are single parents, pensioners, couples with dependent children, long term sick and disabled, low paid, unemployed some minority ethnic groups. Topics such as education, crime, health, housing, welfare, family, ethnicity, gender, and workplace are likely to appear in answers. An array of concepts are likely to appear, such as; relative, absolute poverty, social exclusion, marginalisation, dependency, situational constraints, cycles of poverty, The crucial issue to emphasise is evidence to back up which groups most likely to live in poverty. Evidence from CPAG, Oppenheim, Low Pay Unit, Lister may appear.

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

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the social groups most likely to live in poverty in the UK. Answers in this band will contain a range sociological concepts, evidence and/or theories covered in detail. There will be a clear emphasis on a range of social groups at the top of this band. 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 social groups most likely to live in poverty in the UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with a limited range of social groups in depth or a broad range of groups 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 social groups most likely to experience poverty in the UK. Answers in this band are likely to be generalised accounts. 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 social groups most likely to experience poverty in the 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 cultural explanations of poverty. (44 marks)**AO 1: Knowledge and Understanding (20 marks)****Indicative content (other valid points may be offered)**

Expect to see references to a range of cultural explanations of poverty covered in some depth/breadth in the top band. Top band answers should be theoretically based drawing on the explanations of the New Right and the culture of poverty. The main emphasis of top band answers should be on the cultural aspect of these explanations, looking at the norms and values of individuals/cultural groups, or individual choice/behaviour as explanations for poverty. Concepts such as; dependency, welfarism, socialisation, design for living, underclass, individual behaviour may appear. Expect to see writers such as Marsland, Lewis, Murray.

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to cultural explanations of poverty. Answers in this band will contain a range sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theories in this band, and candidates will clearly recognise and state what a cultural explanation is. 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 cultural explanations of poverty. Answers in this band will contain an awareness of the range of explanations/concepts/theories but will not cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as the New Right's Dependency Theory or Lewis's work. 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 cultural explanations of poverty. Answers in this band are likely to generalised accounts of poverty, answers will contain some knowledge of sociological explanations although there may be confusion over the cultural element of the explanations and 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 cultural explanations of poverty. 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.

AO 2(b): Evaluation (24 marks)

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

The best answers should offer a sustained and focused evaluation of cultural explanations of poverty. The cultural approach may be broadly accepted and evaluation may focus on why the approach is convincing. Good responses will offer Structural explanations of poverty, differentiating these from the Cultural ones. Marxist, Social Democratic and Weberian explanations may appear but in juxtaposed answers the points of disagreement will not be developed. The key debate should focus on whether cultural factors or structural constraints best explain groups who live in poverty. Some responses will discuss whether the welfare state creates dependency, and whether a culture of poverty is a cause or consequence of poverty. There may be a discussion of the measurement of poverty and the debates this creates. Integrated approaches of Burchardt and Barry may appear as evaluation.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on the cultural explanations of poverty. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. Answers in this band will focus on the theoretical and conceptual debate. 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. Writers such as Blackman, Dean/Taylor-Gooby may appear here.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on the cultural explanations of poverty. 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. Answers in this band will show an awareness of theoretical debate, but will fail to develop this much beyond juxtaposition.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on the cultural explanations of poverty. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the problems associated with measuring poverty. 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 the cultural explanations of poverty. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.

Question 2**(a) Using Item A identify two trends in Trade Union Membership. (6 marks)**

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

The trends in the rate of Trade Union membership are:

- An overall decline in the % of people in TUs, with numerical reference to support the trend, ie over time.
- The fluctuation of women TU members over time, constantly below that of men, but converging with them, again with numerical reference over time.
- The decline of male TU membership over time with numerical reference over time.
- The convergence of men and women, with some numerical reference over time.

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

Shows the ability to select and analyse the two trends in Trade Union membership from Item A. The data 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 two trends in Trade Union membership from Item A. The data will be taken from Item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

(b) Using Item B, identify and explain two ways in which patriarchy has changed. (6 marks)

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

The ways are:

- Husbands and fathers having less right to tell women what to do.
- Women's bodies less likely to be exploited than in the past.
- Women's wages not being set by sexist bosses
- A shift from public to private patriarchy, or from the household to employment/state.

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

Shows the ability to select and analyse two ways in which patriarchy has changed. 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 the ways in which patriarchy has changed. The ways will be taken from Item B, and there is likely to be some use of evidence used in support.

0

No relevant sociological points.

- (c) **Briefly explain two difficulties sociologists face when using official statistics as evidence of women's position in the workforce. (12 marks)**

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

Difficulties include:

- Lack of Validity
- Snapshot/Misses fluctuations
- Won't necessarily tell you about exact position in the workplace
- Operationalisation of 'women's position'
- Government Bias
- Misses out home workers and those avoiding tax payments
- Do not give reasons explaining women's position.

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of two difficulties sociologists face when using official statistics as evidence of women's position in the workforce. In this band the difficulties selected will be clearly relevant to research on women's position in the workplace

7-9

Selects relevant material to provide an analysis of two difficulties sociologists face when using official statistics as evidence of women's position in the workforce. In this band the points selected are likely to be generalised and not related directly to research women's position in the workplace. Responses in this band may be unbalanced or there may be a list of a number of three or four difficulties left undeveloped.

4-6

Selects some relevant material to provide some analysis of the difficulties sociologists face when using official statistics as evidence of women's position in the workforce. Responses in this band may select and analyse one difficulty and relate it to research on women's position in the workplace, 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 face when using official statistics as evidence of women's position in the workforce. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) **Using your wider sociological knowledge outline the evidence showing that males 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 males are disadvantaged in the contemporary UK. Topics such as education, crime, health, media, family and workplace are likely to appear. An array of concepts are likely to appear, such as; crisis of masculinity, labelling, self fulfilling prophecy, status, criminalisation, life expectancy, ill health, exclusion, hours worked, positive discrimination, marginalisation, relative deprivation, prisons, divorce, child custody, childcare, breadwinners. Studies may be used from across the specification and may focus on material and/or social disadvantages. The crucial issue to bring out is that males do face inequalities in the areas conventionally thought of as disadvantaging only women. Candidates should be rewarded for evidence and discussion showing that some males are more likely to face disadvantages than others. Evidence should be used from across the options they have studied.

AO1: Knowledge and Understanding

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to males being disadvantaged in the contemporary UK. Answers in this band will contain a range sociological concepts, evidence and/or theories covered in detail. There will be a clear emphasis on contemporary material at the top of this band. 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 males being disadvantaged 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 a limited range of disadvantages in depth or a broad range of disadvantages 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 males being disadvantaged in the contemporary UK. Answers in this band are likely to be generalised accounts of men and disadvantages faced. 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 males and disadvantages in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (e) **Outline and assess sociological explanations of the inequalities faced by women in the contemporary UK. (44 marks)**

AO 1: Knowledge and Understanding (20 marks)

Indicative content (other valid points may be offered)

Expect to see references to a range of different explanations of the inequalities faced by women in the contemporary UK covered in some depth/breadth in the top band. Top band answers should be theoretically based drawing on the feminisms, Marxism, Weberianism and possibly functionalism. The main emphasis of top band answers should be on the range of explanations offered of the inequalities faced by women, as well as an indication of the inequalities faced by women. Concepts such as; Dual Systems, Triple Shift, patriarchy, glass ceiling, nurturing, primary carers, socialisation, division of labour, reserve army of labour, dual labour markets, horizontal and vertical segregation, Expect to see writers such as Millet, Walby, Oakley, Wolfe, Walters, Mitchell.

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the inequalities faced by women in the contemporary UK. Answers in this band will contain a range sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theories in this band, and candidates will clearly recognise and state the divisions within Feminism. 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 the inequalities faced by women in the contemporary UK. Answers in this band will contain an awareness of the range of explanations/concepts/theories but will not cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as whether women are disadvantaged in the home 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 the inequalities faced by women in the contemporary UK. Answers in this band are likely to generalised accounts of inequalities faced by women, answers will contain some knowledge of sociological explanations 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 inequalities faced by women in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

AO2(b): Evaluation (24 marks)

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach the top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

Feminists disagree within themselves and with other theoretical positions in their explanations of the inequalities faced by women and this is likely to provide the opportunity for clear evaluative skills. There is a clear argument regarding who/what is to blame for inequalities, as well as whether the inequalities still exist in the contemporary UK. The debate between the Marxist economic arguments and status arguments of the Weberian approach is likely to feature higher level responses, although candidates may not associate the concepts used with a theoretical approach (reserve army/dual labour market). Juxtaposed answers are likely to offer the Marxist, Functionalist and possibly Weberian explanations as alternative explanations although they will fail to develop the points of disagreement. The Hakim debate may appear. The issue of whether women do face inequalities in the contemporary UK may be questioned, as might the bias evident in some research.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on the inequalities faced by women in the contemporary UK. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. Answers in this band will focus on the theoretical and conceptual debate. 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 the inequalities faced by women in the contemporary UK. 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. Answers in this band will show an awareness of theoretical debate, but will fail to develop this much beyond juxtaposition.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on the inequalities faced by women in the contemporary UK. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the question of whether women do really face inequalities. 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 the inequalities faced by women in the contemporary UK. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.

Advanced GCE Sociology (3878/7878)

January 2007 Assessment Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	45	40	35	30	26	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	66	58	51	44	37	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	42	38	34	31	28	0
	UMS	90	72	63	54	45	36	0
2535	Raw	90	74	67	60	53	46	0
	UMS	90	72	63	54	45	36	0
2536	Raw	60	43	38	33	29	25	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	47	42	37	33	29	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	67	59	51	44	37	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3878	300	240	210	180	150	120	0

	Maximum Mark	A	B	C	D	E	U
7878	600	480	420	360	300	240	0

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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