

Sociology

Advanced GCE A2 7878

Advanced Subsidiary GCE AS 3878

Mark Schemes for the Units

June 2007

3878/7878/MS/R/07

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Advanced Subsidiary GCE Sociology (3878)

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**Mark Scheme 2532
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

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

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- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the standardisation meeting.
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The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (e.g. indicate an omission);
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Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

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

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- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
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- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
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The standardisation meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

Question 1

(a) Using item A, identify and briefly explain two norms that children learn in families.

(8 marks)

AO2a: Interpretation and Analysis

Indicative Content:

Reference may be made to the following:

- Eating
- Dress
- Behaving with friends
- Expressing emotions
- How to spend time in the home

7- 8

The candidate will correctly select and analyse two norms from item A.

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

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

Answers will show the ability to select from and analyse different kinds of material.

5 - 6

The candidate will correctly select and interpret two norms from item A.

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

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

Answers will show the ability to select and analyse different kinds of data.

3 - 4

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

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

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

1 - 2

The candidate will correctly select one norm.

0

No relevant interpretation or analysis.

(b) Identify and briefly explain two values widely held in the contemporary UK. (8 marks)

AO1: Knowledge and Understanding

Indicative Content:

Reference may be made to the sanctity of human life, love, honesty, justice, fairness, consumerism, materialism, educational achievement, tradition or any other reasonable response

7- 8

The candidate will correctly identify two values of contemporary Britain.

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

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

Answers will offer an explanation of each value identified, and explanations will offer a range of knowledge and understanding of contemporary British values. There will be few, if any errors of grammar, punctuation or spelling.

5 - 6

The candidate will correctly identify two values.

Award 6 marks to responses that identify two values 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 values and give a partial explanation of one of them.

Answers will show knowledge and understanding of contemporary British values. 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 values but offer no explanation of either, or to candidates who identify one value and explain it fully.

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

Answers will show some knowledge and understanding of contemporary British values. The candidate will present material that partially addresses the question

1 - 2

The candidate will correctly identify one value but leave this completely unexplained; therefore showing only limited understanding of contemporary British values. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(c) Outline and briefly evaluate two ways in which the contemporary UK is culturally diverse.

(18 marks)

AO1: Knowledge and Understanding (10 marks)

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

Reference may be made to aspects of ethnic diversity or diversity in relation to religion or class culture, or gendered culture. There may be reference to cultural difference across generations. Ways may be drawn from leisure, celebrations, food, dress, music, family life, attitudes to work or education.

Concepts – such as:

Norms, values, culture, role, multiculturalism, racism, fragmentation, Britishness, globalisation

Studies – such as:

Gilroy, Modood, Hewitt, Bourdieu, Johal, Jacobson, Butler, Guibernau and Goldblatt

Theories – such as:

Marxism, postmodernism

Contemporary Examples

These should be rewarded.

8 - 10

The candidate will show a range of knowledge and understanding of two ways in which the contemporary UK is culturally diverse and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate will display knowledge of cultural diversity. 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 two ways in which the contemporary UK is culturally diverse and of relevant conceptual and/or empirical and/or theoretical evidence. The range of concepts, evidence, and ideas will be narrower than in the band above 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 the ways in which the contemporary UK is culturally diverse and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way, explaining this well to reach the top of the band. Answers that state two ways are likely to leave 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 at least one way in which the contemporary UK is culturally diverse. 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 obtrusive.

0

No relevant sociological knowledge or understanding.

AO2a: Interpretation and Analysis (4 marks)

3 - 4

The candidate at the top of this band will select from and analyse different types of data in order to outline and engage with two ways in which the contemporary UK is culturally diverse. To locate at the top of the band candidates should select and analyse data relevant to cultural diversity 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 cultural examples 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 ways in which the contemporary UK is culturally diverse. This may include commentary on features of common culture, examples of shared norms and values, consensus and functionalism. 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 contemporary U.K. is culturally diverse, 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 the family is no longer the most important agent of socialisation in the contemporary UK.

(26 marks)

AO1: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Candidates should compare the role of the family compared with other agents of socialisation – education, mass media, peers, religion, and work. They should examine the family and social change.

Concepts – such as:

Primary and secondary socialisation, re-socialisation, anticipatory socialisation, occupational socialisation, internalisation, society, social structure, culture, norms, values, social control, social change, sanctions, role, role models, role conflict, status, secularisation, media-saturated society, canteen culture, hidden curriculum

Studies –such as:

Bauman, Oakley, Reay, Furedi, Skelton, Adler & Adler, Gillespie, Butler

Contemporary Examples

These should be rewarded.

Theory such as:

Functionalism, Marxism, feminism, interactionism, postmodernism

11 - 14

The candidate will display a range of knowledge and understanding of the concepts of socialisation, the family, 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 the family as an agent of socialisation.

At the top of the band there will be clear knowledge and understanding of the family, socialisation, and the degree of importance the family has either in relation to other agencies of socialisation, and/or the family in the past and present.

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 concepts of socialisation, the family, and associated evidence and ideas. Responses in this band 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 the family is no longer the most important agent of socialisation.

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 concepts of socialisation and the family. 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 socialisation and the family. 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 importance of the family as an agent of socialisation. Candidates will engage in the debate surrounding the extent to which it is still or is no longer the main socialisation agent. 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 socialisation 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 family and socialisation. They will evaluate the influence of the family in relation to other agents of socialisation and/ or weigh up whether the power of the family has changed over time. They may consider difference within families. They may consider resistance. 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 that the family is no longer the most important agent of socialisation. Critical material will be employed to raise issues concerning socialisation and the family. 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 the view that the family is no longer the most important agent of socialisation. 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 the view that the family is no longer the most important agent of socialisation. 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 the family is no longer the most important agent of socialisation. 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 ways in which social class is evident in the contemporary UK.

(8 marks)

AO2a: Interpretation and Analysis

Indicative Content

Reference may be made to the following:

- Speech
- Housing
- Education
- Clothing
- Lifestyle

7 - 8

The candidate will correctly select and analyse two ways in which class is evident in the UK. 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 ways.

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

5 - 6

The candidate will correctly select and interpret two ways in which class is evident in the UK. Answers will show the ability to select from and analyse different kinds of data.

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

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

3 - 4

Answers will show some ability to interpret different types of data

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

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

1 - 2

The candidate will correctly select one way in which class is evident in the UK

0

No relevant interpretation or analysis.

(b) Identify and briefly explain two features of upper class culture.

(8 marks)

AO1: Knowledge and Understanding

Indicative Content:

Reference may be made to social and leisure activities, social closure, education, intermarriage, economic/cultural capital, family ties, deference or any other reasonable response.

7 - 8

The candidate will correctly identify two features of upper 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 upper class culture.

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

5 - 6

The candidate will correctly identify two features of upper 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 offer knowledge and understanding of upper 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 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 upper class culture, but leave this completely unexplained, therefore showing only limited understanding of upper 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 two ways in which peer groups influence social behaviour. (18 marks)

AO1: Knowledge and Understanding (10 marks)

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

Candidates may examine peer pressure, the desire to fit in, developing independence from adults, in adolescence and in childhood. They could refer to gender or class or ethnicity. They may refer to social behaviour in different contexts – e.g. school, the street, in homes, in leisure activities or sexual behaviour.

Concepts – such as:

Peer pressure, power, authority, hierarchy, social control, socialisation, sanctions, subculture, bedroom culture, norm, value, status, and role.

Studies – such as:

Adler & Adler, McRobbie, Willis

Contemporary Examples

These should be rewarded.

8 - 10

The candidate will show a range of knowledge and understanding of two ways in which peer group influence social behaviour and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate will display knowledge of peer groups and social roles. 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 two ways in which peer groups influence social behaviour and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of peer groups than social behaviour, 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 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 the ways in which peer groups influence social behaviour and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way in which peer groups do this, explaining this well to reach the top of the band. Answers that state two ways 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 at least one way in which peer group influence social behaviour. 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 obtrusive.

0

No relevant sociological knowledge or understanding.

AO2a: Interpretation and Analysis (4 marks)

3 - 4

The candidate at the top of this band will select from and analyse different types of data in order to outline and engage with two ways in which peer group influence social behaviour. To locate at the top of the band candidates should select and analyse data relevant to peer groups and social behaviour 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 peer groups or social behaviour 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 ways in which peer groups influence social behaviour. This may include commentary on resistance, or the power of other agents of socialisation. At the bottom of the band evaluation will be less explicitly focussed or a strongly assertive answer.

1 - 2

The candidate will offer limited evaluation on the ways in which peer groups influence social behaviour, 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 there is a range of social class identities in the contemporary UK.

(26 marks)

AO1: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Concepts – such as:

Class, identity, class-consciousness, class cleavage, lifestyle, fragmentation, social closure, consumption, cultural capital, habitus, fractured identities, elitism, deference.

Studies –such as:

Bourdieu, Bradley, Pakulski and Waters, Roberts, Saunders, Savage et al,

Contemporary Examples

These should be rewarded.

Theory- such as:

Marxism and postmodernism may particularly feature.

11 - 14

The candidate will display a range of knowledge and understanding of a range of social class 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 different identities within social classes and between social classes.

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 different social class identities and associated evidence and ideas. Responses in this band 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.

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 social class identities. 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 social class 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. There may be noticeable errors of grammar, punctuation and spelling.

0

No relevant knowledge or understanding.

AO2a: Interpretation and Analysis (4 marks)

3 - 4

The candidate will show the ability to select from and analyse different types of data in order to comment on the view that there is a range of social class identities in the contemporary UK. Candidates will engage in some of the debates surrounding the extent to which class identities exist, possibly focusing on their strength or whether the range is increasing or decreasing. 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 class 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 the range of class identities, and are likely to focus on the concept of fragmentation. They might consider whether identities are based on other factors more than class. They may examine whether contemporary identities are based on lifestyle and consumption, or on factors such as gender, ethnicity and nation. They may also examine the strength of different social class identities. Some may evaluate through juxtaposing views. Others may adopt an evaluative tone.

7 - 8

The candidate will show the ability to evaluate specific sociological arguments using available evidence; arguments and alternative explanations about whether there is a range of social class identities in the contemporary UK. Critical material will be employed. 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 there is a range of social class identities in the contemporary UK. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates may present a clear, but one-sided or inadequately supported position.

3 - 4

The candidate will show the ability to make basic evaluation of the evidence and arguments about whether there is a range of social class identities in the contemporary UK. 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 about whether there is a range of social class identities are strong in the contemporary U.K. Any other points will be based on common sense assertion.

0

No relevant evaluation.

**Mark Scheme 2533
June 2007**

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OPTION 1: The Family**1 (a) Identify and explain two ways in which an ageing population affects family life.****[15]**

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

- *Burden of care may fall to family members, particularly women*
- *Effect on conjugal relations due to presence of elderly parent*
- *Leisure time reduced as time spent on ageing relative increases*
- *Economic effects*
- *Leads to beanpole family*
- *Support provided by elderly relatives e.g. child care*
- *Benefit to children of extended family relationships*
- *Positive and negative consequences of women giving birth later*
- *Any other reasonable response.*

AO1 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two ways in which an ageing population affects family life. 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 an ageing population affects family life and of the associated sociological evidence and ideas. Evidence is more likely to be anecdotal rather than empirical or theoretical. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which an ageing population affects family life. Sociological ideas may be marginally related or a narrow range of features accurately covered. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one way in which an ageing population affects family life and/or one related idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that the family is characterised by diversity in the contemporary UK.

[30]

There are a number of approaches to this question. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Range of diverse types of family life including single parents, re-constituted families, dual-worker families etc*
- *Forms of cultural, regional and organizational diversity relating to ethnicity, class and sexuality etc.*
- *Role of government policy in supporting diversity*
- *Post modern views on diversity*
- *Feminist views on emerging family forms*

In evaluation:

- *Ideological strength of notions of traditional family life and values,*
- *Functionalist and New Right views on the naturalness and desirability of the nuclear family*
- *Role of government policy in supporting traditional forms of family life*
- *Continuing popularity of marriage*
- *Distinction between various groups in terms of continuing importance or otherwise, of traditional forms of family life.*
- *Importance of other features of family life e.g. consumerism etc*

AO1 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that the family is characterised by diversity in the contemporary UK. Expect to see some explicit theoretical references, and/or appropriate use of concepts and/or accurate empirical examples. Knowledge of counter arguments will be clearly presented. There may be some recognition of family diversity in terms of ethnic and class differences. At the top of the band, answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation

5-7

The candidate displays knowledge and understanding of the view that the family is characterised by diversity in the contemporary UK and of associated sociological ideas and concepts. Whilst answers may present knowledge and understanding of the arguments for the view and some knowledge of the continuing existence of traditional family forms, one or other emphasis will be relatively neglected. A narrower range of material will be presented and examples may be more anecdotal than conceptual and/or empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the family is characterised by diversity in the contemporary UK and of some associated sociological ideas and concepts. Answers are unlikely to balance the arguments for the view against those which refute it. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that the family is characterised by diversity in the contemporary UK and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the family is characterised by diversity in the contemporary UK. At the top of the band evidence will contain a high level of depth and/or breadth. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. This will be less developed at the bottom of the band. Material relating to class or ethnic differences may be evident.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the family is characterised by diversity in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument.

4-5

The candidate displays some ability to interpret different types of data about the view that the family is characterised by diversity in the contemporary UK. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that the family is characterised by diversity in the contemporary UK.

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the family is characterised by diversity in the contemporary UK. Candidates may select from and use a range of arguments in evaluation, such as the arguments for the continuing existence of traditional family forms, family diversity in the past and reference may be made to strong traditional family forms among certain class and ethnic groups. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the family is characterised by diversity in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. A degree of balance should be evident.

3-4

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

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the family is characterised by diversity in the contemporary UK.

0-1

No relevant evaluation.

2 (a) Identify and explain two ways in which the roles of men and women are changing within the family.

[15]

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

- *Evidence of more egalitarian relationships (less patriarchal control) within the family regarding, for example, domestic labour, childcare.*
- *Effect of changing work patterns of feminisation of labour force and high levels of career mobility for some middle class women*
- *Increased strain as a result of dual worker/career families*
- *Effect of loss of traditionally male jobs, crisis in masculinity*
- *Impact of more flexible work patterns due to new technology in some fields e.g. allowing work from home, blurring of the home work divide and enabling either partner to work/share childcare.*
- *Lower birth rate*
- *Reference to class differences*
- *Explanation may select from a range of wider social changes*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which the roles of men and women are changing within the family and of the relevant associated sociological evidence and ideas. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which the roles of men and women are changing within the family and of the associated sociological evidence and ideas. Evidence is more likely to be anecdotal rather than empirical or theoretical. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which the roles of men and women are changing within the family. Sociological ideas may be marginally related and a narrow range of features accurately covered. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one way in which the roles of men and women are changing within the family and/or one related idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

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

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

- *Critical views such as the work of Radical Psychiatrists e.g. Laing, Cooper*
- *Marxist views on false consciousness, consumption*
- *Feminist views on domestic violence, conjugal roles, gender role socialisation, child abuse*
- *Evidence which illustrates the negative impact of family life e.g. most divorce petitions are by women*
- *Increase in family diversity in response to negative experience of living in nuclear family*
- *Abuse of elderly family members*

In evaluation;

- *Outline of Functionalist views e.g. warm bath theory, stabilisation of adult personalities, effective socialisation of young*
- *Provides financial and emotional security*
- *Discussion of various family types and interrogation of term 'family life'*

AO1 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that there is a 'dark side' to family life and of relevant sociological evidence and ideas. Expect to see some explicit theoretical references, and/or appropriate use of concepts and/or accurate empirical examples. Knowledge of counter arguments 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 there is a 'dark side' to family life. Whilst answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis will be relatively neglected. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that there is a 'dark side' to family life and of associated evidence and ideas. Answers are unlikely to balance the arguments for and against the view. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in any conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that there is a 'dark side' to family life. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that there is a 'dark side' to family life. Expect to see reasonably accurate interpretation of patterns and/or trends 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 there is a 'dark side' to family life. Expect to see discussion of some arguments for and against the view and some relevant evidence but treated in an unbalanced or more superficial way.

4-5

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

1-3

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

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that there is a 'dark side' to family life. Expect to see explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing aspects of both sides of the discussion. At the 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 there is a 'dark side' to 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. 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 there is a 'dark side' to family life. 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 there is a 'dark side' to family life.

0

No relevant evaluation.

OPTION 2: Mass Media

- 3 (a) Identify and explain two ways in which globalisation of the mass media is seen as negative.**

[15]

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

- *Threat to local/regional/national identity*
- *Threatens democracy as it serves global business interests*
- *Creates global consumerism which has a negative environmental impact*
- *Globalized media operate in increasingly de-regulated way, focus on commercial considerations rather than quality*
- *Threat to PSP*
- *Censorship more difficult*
- *Cultural imperialism*
- *Spread of Americanisation*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which globalisation of the mass media is seen as negative and of relevant sociological evidence and ideas. Understanding of the term globalisation will be clear, although it may not be explicitly defined. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which globalisation of the mass media is seen as negative and of associated sociological evidence and ideas. Answers in this band will be less developed and/or unsupported by relevant examples. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which globalisation of the mass media is seen as negative and of some associated sociological evidence and ideas. Understanding of the term globalisation may be vague. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which globalisation of the mass media is seen as negative 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 journalists and broadcasters control the content of the media.**

[30]

There are a number of approaches to answering this question. Candidates may focus on one media form or a range of media settings. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Outline of hegemonic theory of media content*
- *Role of media professionals in constructing the news including gate-keeping, agenda-setting, news values, organisational factors*

In evaluation;

- *Influence exerted by owners, instrumental and structural approaches*
- *Impact of trends in ownership*
- *Pluralist view, extent of audience influence*
- *Importance of advertisers, commercial pressures*
- *Control from regulators, both informal and formal*

AO1 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that journalists and broadcasters control the content of the media. Expect to see some explicit theoretical references, and/or appropriate use of concepts and/or accurate empirical examples. Knowledge of counter arguments 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 journalists and broadcasters control the content of the media and of associated sociological evidence and ideas. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. 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 journalists and broadcasters control the content of the media 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 journalists and broadcasters control the content of the media. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

10-12

The candidate shows the ability to select and analyse data appropriate to the view that journalists and broadcasters control the content of the media. 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 journalists and broadcasters control the content of the media. Expect to see discussion of some arguments for and against the view and some relevant evidence but treated in an unbalanced or more superficial way.

4-5

The candidate displays some ability to interpret different types of data about the view that journalists and broadcasters control the content of the media. More than one dimension to the argument and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that journalists and broadcasters control the content of the media.

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that journalists and broadcasters control the content of the media. The level of discussion will sustain relevance and coherence. Expect to see explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments aspects of both sides of the view. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that journalists and broadcasters control the content of the media. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal 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 journalists and broadcasters control the content of the media. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that journalists and broadcasters control the content of the media.

0

No relevant evaluation.

- 4 (a) Identify and explain two ways in which the output of the media is censored in the contemporary UK.

[15]

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

(Less formal ways)

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

(Formal regulatory mechanisms)

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

AO1 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which the output of the media is censored in the contemporary UK. Examples to illustrate the form of censorship may be included and should be relevant and clearly explained. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which the output of the media is censored in the contemporary UK 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 ways in which the output of the media is censored in the contemporary UK but the relationship of the examples to the concept of censorship may not be made clear. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which the output of the media is censored in the contemporary UK and/or one associated sociological idea or concept. The material presented will be sparse and lacking detail and understanding is vague or imprecise. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that violence portrayed in the media has little effect on the audience.

[30]

Theoretical argument and empirical data supporting/ challenging the view may be discussed. Answers may present informed debate with contemporary examples. Candidates may discuss a range of media forms or one in depth.

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

- *Active audience approaches, uses and gratifications model and/or relevant concepts from reception analysis and the selective filter model.*
- *Negotiated reading, oppositional reading and/or structured interpretation model*
- *Censorship or other forms of regulation, which may mitigate the effect of violence on the audience*

In evaluation;

- *Discussion of the Hypodermic Syringe Model of media effects and the view of the audience as passive and homogenous*
- *Case studies and their alleged link to screen violence e.g. Jamie Bulger and Child's Play, Nathan Martinez/Natural Born Killers, Columbine School shootings and the Internet/rock music may be presented. If used, these should be substantiated and/or contextualised within the sociological debate about their value as evidence which proves a correlation with violent behaviour.*
- *Some candidates may include discussion of the feminist position on male violence.*
- *Research evidence – Packard, Bobo Doll experiment, Frankfurt School, Newson*
- *Necessity for controls implies that violence in the media has power to effect the audience.*

AO1 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that violence portrayed in the media has little effect on the audience 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 will be clearly presented. At the top of the band the view may be located theoretically. 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 violence portrayed in the media has little effect on the audience and of associated sociological ideas and concepts. Theoretical argument and/or empirical data supporting/challenging the view will be discussed in less depth than in the above band. Knowledge and understanding of counter-arguments may be partial. At this level answers will be less informed and examples are likely to be less contemporary. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that violence portrayed in the media has little effect on the audience and of some associated sociological ideas and concepts. Some

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

1-2

The candidate displays an awareness of at least one aspect of the view that violence portrayed in the media has little effect on the audience and /or of a relevant piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that violence portrayed in the media has little effect on the audience. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that violence portrayed in the media has little effect on the audience. Expect to see discussion of relevant data but treated in an unbalanced or superficial way. Evidence may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5

The candidate displays some ability to interpret different types of data about the view that violence portrayed in the media has little effect on the audience. 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 violence portrayed in the media has little effect on the audience.

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that violence portrayed in the media has little effect on the audience. There may be a clear attempt to judge the extent to which the media is able to exert influence against particular audience factions who are active and able to exercise choice or who are more susceptible. 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 violence portrayed in the media has little effect on the audience. 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 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 violence portrayed in the media has little effect on the audience. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. 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 violence portrayed in the media has little effect on the audience.

0

No relevant evaluation.

OPTION 3: Religion**5 (a) Identify and explain two reasons for the appeal of New Religious Movements.****[15]**

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

- *Offer a range of alternatives to declining established religions*
- *World affirming groups offer positive benefits to the individual but do not require radical change to lifestyle. Tend to appeal to middle-aged middle-classes. Examples include Scientology and Transcendental Meditation*
- *World-rejecting movements can appeal to a range of disadvantaged groups as they offer meaning and hope in the afterlife. Can be popular in times of social crisis or change as they offer certainty and stability. Appeal to young people by offering solutions to problems. Examples include the Unification Church, Hare Krishna. Barker's study of Moonies.*
- *World-accommodating movements offer spiritual focus and seek to establish certainties e.g. Neo-Pentecostalism*
- *Post modern views about 'spiritual shopping'*
- *Weber on marginalisation*
- *Any other reasonable response.*

AO1 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two reasons for the appeal of New Religious Movements and of associated sociological ideas and concepts. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two reasons for the appeal of New Religious Movements and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and examples given may be vague and distinctions between them less clear than in the previous band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two reasons for the appeal of New Religious Movements and of some relevant sociological evidence and ideas. Examples are unlikely to be provided. One reason fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one reason for the appeal of New Religious Movements 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 promotes stability and consensus in the contemporary UK.

[30]

There are a number of approaches to this question. Some candidates may discuss traditional material from Functionalism, Marxism and the Weberian view while others may combine this with a more contemporary approach and include discussion of ethnicity, gender, class, age etc. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Functionalism and Marxism versus the Weberian approach*
- *Rise of fundamentalism as a conservative force*
- *Dimensions of ethnicity, gender, class, age etc – religion maintaining consensus among disadvantaged groups*

In evaluation;

- *Rise of fundamentalism as revolutionary*
- *Dimensions of ethnicity, gender, class, age etc as challenging the status quo*
- *Liberation theology*
- *Examples of discord/hostility linked to religious belief*
- *Contribution of secularisation*

AO1 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that religion promotes stability and consensus in the contemporary UK and of relevant sociological ideas and concepts. The view in the question should be located within Functionalism. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. Knowledge of counter arguments will be clearly presented. 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 promotes stability and consensus 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. 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 promotes stability and consensus in the contemporary UK and of some associated sociological ideas and concepts. A simple outline of some of the issues involved is likely with anecdotal evidence presented. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that religion promotes stability and consensus in the contemporary UK and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion promotes stability and consensus 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 promotes stability and consensus in the contemporary UK. At this level there will be less range and examples will be more superficially explained in terms of their relevance to the view than in the band above.

4-5

The candidate displays some ability to interpret different types of data about the view that religion promotes stability and consensus in the contemporary UK. Candidates may refer to a few substantive examples, but they may be listed rather than explained in terms of their relevance to the view.

1-3

The candidate displays limited ability to use at least one form of data about the view that religion promotes stability and consensus in the contemporary UK.

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion promotes stability and consensus in the contemporary UK. There will be an argued case sustaining relevance, coherence and balance. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

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

3-4

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

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that religion promotes stability and consensus in the contemporary UK.

0

No relevant evaluation.

- 6 (a) Identify and explain two ways in which religion can be an agency of social control.

[15]

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

- *Influence on moral issue e.g. abortion, divorce etc*
- *Role of religion in education system*
- *Marxist view*
- *Integrating effect of religion*
- *Factors relating to fundamentalism*
- *Control of sexuality*
- *Oppressive to women*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which religion can be an agency of social control. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The Candidate displays knowledge and understanding of two ways in which religion can be an agency of social control and of associated sociological ideas and concepts. The level of elucidation will be less wide-ranging than in the previous band and examples given will be vague and distinctions between them less clear. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which religion can be an agency of social control from each other and of some relevant sociological ideas and concepts. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which religion can be an agency of social control other and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that religion is patriarchal in the contemporary UK.**[30]**

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

- *Women's sexuality viewed as threatening or unacknowledged*
- *Focus on familial ideology, segregated gender roles*
- *Limited role of women in religious organisations*
- *Exploitation of women in some sects*
- *Continuing prevalence of use of gendered language in ceremonies, texts etc*
- *Images of the divine are predominantly male*
- *Prevalence of patriarchal, hierarchical structures, controlled and occupied by men*

In evaluation:

- *Historical perspective may agree with the view but recent developments have been liberating e.g. Anglican acceptance of women priests (and bishops in some regions)*
- *Centrality of women in Judaism*
- *Establishment of some religious movements by women*
- *Liberating effect of wearing a veil*
- *Diversity across different faith traditions*

AO1 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that religion is patriarchal in the contemporary UK. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. Knowledge of counter arguments 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 patriarchal in the contemporary UK and of associated sociological ideas and concepts. Evidence may be more anecdotal than empirical and/or theoretical at the bottom of the band. Knowledge and understanding of counter-arguments may be partial. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that religion is patriarchal in the contemporary UK and of some associated sociological ideas and concepts. A weak but marginally relevant case may be put but it will be superficial and may be lacking in accuracy. 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 patriarchal in the contemporary UK and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

10-12

The candidate shows the ability to select and analyse data appropriate to the view that religion is patriarchal 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 patriarchal in the contemporary UK. At this level there may 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 patriarchal in the contemporary UK. Relevant points may feature but be poorly organised in a loosely focused interpretation of the extent to which religion is patriarchal 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 patriarchal in the contemporary UK.

0

No relevant interpretation and analysis

AO2b Evaluation

8-9

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion is patriarchal in the contemporary UK. This will take the form of an argued case sustaining relevance and coherence. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion is patriarchal in the contemporary UK. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates will present 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 religion is patriarchal in the contemporary UK. 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 religion is patriarchal in the contemporary UK.

0

No relevant evaluation.

OPTION 4: Youth and Culture**7 (a) Identify and explain two characteristics of youth subcultures.****[15]**

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

- *The nature of key defining characteristics must be highlighted e.g. style, attitudes, argot, lifestyle, behaviour*
- *Ideological commitment, attitudes*
- *Contemporary examples including post modern analyses*
- *Traditional accounts of youth subcultures drawn from 1950's-1970's e.g. Mods, Rockers, Hippies, Punks*
- *Explanations drawn from conflict theories*
- *Feminist explanations*
- *Any other reasonable response.*

AO1 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two characteristics of youth 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 characteristics of youth 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 characteristics of youth subcultures and of associated sociological ideas and concepts. Explanation 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 characteristic of youth 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 the function of youth culture is to assist in the transition from childhood to adulthood.**

[30]

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

- *Location of view within Functionalist approach*
- *Outline of Functionalist view of youth as transition*
- *Significance of youth as a form of social division*

In evaluation;

- *Distinction between youth culture and youth subcultures*
- *Conflict approaches to youth subculture e.g. resistance to capitalism*
- *Conformity of 'ordinary' youth*
- *Role of consumerism and youth as a market*
- *Differences in terms of gender, ethnicity and class*

AO1 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that the function of youth culture is to assist in the transition from childhood to adulthood. Expect to see Functionalist arguments explicitly presented. There may be other relevant theoretical references and/or empirical examples and/or concepts. Knowledge of counter arguments 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 function of youth culture is to assist in the transition from childhood to adulthood 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. 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 function of youth culture is to assist in the transition from childhood to adulthood and of some associated sociological ideas and concepts. A weak but marginally relevant case may be put but it will be superficial and may be lacking in accuracy. 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 function of youth culture is to assist in the transition from childhood to adulthood 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.

AO2a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the function of youth culture is to assist in the transition from childhood to adulthood. 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 function of youth culture is to assist in the transition from childhood to adulthood. 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 the function of youth culture is to assist in the transition from childhood to adulthood. Although relevant points feature they may be poorly organised in a loosely focussed interpretation of the extent to which the function of youth culture is to assist in the transition from childhood to adulthood.

1-3

The candidate displays limited ability to use at least one form of data about the view that the function of youth culture is to assist in the transition from childhood to adulthood.

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the function of youth culture is to assist in the transition from childhood to adulthood. 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 function of youth culture is to assist in the transition from childhood to adulthood. 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 the function of youth culture is to assist in the transition from childhood to adulthood. Discursive points may be asserted without explanation, limited in terms of development and/or relevance.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the function of youth culture is to assist in the transition from childhood to adulthood.

0

No relevant evaluation.

- 8 (a) Identify and explain two reasons why some young people adopt deviant behaviour.**

[15]

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

- *Status frustration*
- *Peer pressure*
- *Relative deprivation*
- *Increased consumerism*
- *Reference to class, gender and ethnic differences and motivations e.g. racism, marginalisation*
- *Post modern views on emotional reasons e.g. edgework*
- *Any other reasonable response.*

AO1 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two reasons why some young people adopt deviant behaviour. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The Candidate displays knowledge and understanding of two reasons why some young people adopt deviant behaviour and of associated sociological evidence and ideas. The level of elucidation will be less wide-ranging than in the previous band and evidence, although accurate is more likely to be anecdotal rather than empirical or theoretical. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two reasons why some young people adopt deviant behaviour and of associated sociological evidence and ideas. The breadth of discussion will be more limited and distinctions between the reasons may not be clear. 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 why some young people adopt deviant behaviour and/or one associated piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

8 (b) Outline and discuss the Marxist view of youth subcultures.**[30]**

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

- *Marxist subcultural theories e.g. CCCS, Hall and Jefferson, Phil Cohen, Hebdige*
- *Concepts such as resistance, oppositional etc*
- *Empirical evidence drawn from class-based subcultures e.g. skinheads*
- *Explanations drawn from traditional Marxist and Neo-Marxist evidence on deviance applied to subcultures*

In evaluation;

- *Alternative views from post modern perspective*
- *Left realism*
- *Traditional material from Merton, Cohen etc*
- *Miller on working-class values*
- *Matza and subterranean values*
- *Conformist behaviour among working class youth*
- *Significance of other forms of inequality e.g. racism, sexism*

AO1 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the Marxist view of youth subcultures and of relevant sociological evidence and ideas. Knowledge of counter arguments will be presented. At the top of the band answers will be well informed conceptually and/or empirically and/or theoretically and 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 Marxist view of youth subcultures and of associated sociological ideas and concepts. A narrower range of material will be presented and the emphasis 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 Marxist view of youth subcultures and of some associated sociological ideas and concepts. A weak but marginally relevant case may be put but it will be superficial and may be lacking in accuracy. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the Marxist view of youth subcultures and /or of one related concept, piece of evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the Marxist view of youth subcultures. 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 Marxist view of youth subcultures. Evidence may be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5

The candidate displays some ability to interpret different types of data about the Marxist view of youth subcultures. Some relevant examples may be presented but answers may be poorly organised with a loosely focussed interpretation of the Marxist view of subcultures.

1-3

The candidate displays limited ability to use at least one form of data about the Marxist view of youth subcultures.

0

No relevant interpretation and analysis

AO2b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the Marxist view of youth subcultures. There will be an argued case sustaining relevance, coherence and balance. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the Marxist view of youth subcultures. 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 Marxist view of youth subcultures. 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 Marxist view of youth subcultures.

0

No relevant interpretation and analysis

**Mark Scheme 2534
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

Excerpts from the Instructions for Examiners booklet.

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

1 Before the Standardisation Meeting

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

2 After the standardisation meeting

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

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

Annotation consists of:

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

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

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

d) Recording of marking: The scripts

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

e) Handling of unexpected answers

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

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

ITEM A**ITEM A**

The table below shows children who have been immunised against the main childhood diseases, as a percentage of all children in the UK

Immunisation of children by their second birthday

Disease	Percentages			
	1991/92	1994/95	1999/2000	2004/05
Tetanus	94	93	95	94
Diphtheria	94	95	95	94
Polio	94	95	94	94
Whooping cough	88	95	94	94
Measles, Mumps, Rubella	90	91	88	82

Source: Social trends, 2006

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 parents are choosing not to immunise their children with the MMR vaccination. The design consists of:

- Selecting an area which has a relatively low take up rate of the MMR vaccination;
- Selecting four infant schools within this area and sending out letters to all parents, inviting a volunteer sample of parents who have chosen not to have their children immunised to participate in a survey;
- Carrying out unstructured interviews with a sample of these parents;
- Joining a support group for parents concerned about the MMR vaccination and undertaking a period of participant observation.

*(*NB The MMR vaccination is a childhood medical immunisation (injection) to protect against the infectious diseases of Mumps, Measles and Rubella).*

(a) Briefly explain the meaning of the term ‘generalisability’.

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:

- *Links to other key concepts, particularly representativeness.*
- *Examples of research findings to illustrate the definition.*
- *Links with theory.*
- *Problems / disadvantages.*

4-6

At the top of this band, responses display a range of knowledge and understanding of the concept 'generalisability' 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 'generalisability' will be partial and/or insufficient. Answers at the bottom of this band will display an awareness of one aspect of the term. Responses will almost certainly include irrelevant material. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0-1

No relevant points

- (b) Using Item A, identify the two diseases which have seen the greatest percentage change of childhood immunisations between 1991 and 2005.

[8]

AO2a Interpretation and Analysis

- *Whooping Cough – from 88% of children to 94%; increase of 6 percentage points.*
- *Mumps, Measles, Rubella – from 90% to 82%; a decrease of 8 percentage points (Allow any one of these immunisations as an alternative).*

7-8

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

Candidates who identify the two main trends 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 trends. Interpretation may be comparative but descriptive in tone. The second trend 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 trend 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 trend 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 and volunteer sampling – could be linked to validity.*
- *Strengths of using unstructured interviews.*
- *Strengths of using participant observation*
- *Strength of using a combination of methods.*
- *Any other response.*

Weaknesses

- *Problems with access / sampling technique – problematic nature of using a non-random volunteer sampling technique.*
- *Weaknesses associated with using unstructured interviews*
- *Weaknesses associated with participant observation.*
- *Ethical issues.*
- *Any other reasonable response.*

AO1 Knowledge and Understanding (inc. Presentation and Understanding)

- Knowledge & 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 the 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 under-developed.
- One strength and weakness but both will be underdeveloped; 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 the 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

AO2 (a) 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 contextualised.

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 why people choose to give blood.

[30]

The most appropriate methods for this research are:

- Questionnaires
- Interviews
- Any other reasonable method

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

- Sample size
- Access to a sample of people who give blood
- Sampling method
- Response rates
- Operationalisation of key concepts (reasons why)
- Ethical considerations
- The relationship between the researcher and those being researched

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

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

AO1 Knowledge and Understanding (inc. Presentation and Communication)

15-18

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

10-14

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

5-9

Answers display basic knowledge and understanding of one research method. The hallmark of answers in this band will be generalised accounts of research methods with partial and/or confused reference to one or two concepts. At the bottom of this band, candidates are unlikely to make any accurate reference to the key concepts. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-4

Responses in this band will demonstrate a limited awareness of one method of data collection. At the bottom of this band there is likely to be a weak description of a single method. Any knowledge and understanding of the key concepts will be weak and inaccurate. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant points

AO2b Evaluation

Evaluative discussion is likely to focus on the following:

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

10-12

Answers will evaluate a variety of the features of their chosen method of data collection and aspects of the wider research process. Responses at the top of this band will develop a sustained assessment of the method in relation to the specific task. At the bottom of this band, responses may express a judgment on the effectiveness of their chosen methods of data collection in relation to the key research concepts but may lack sustained contextualisation. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.

7-9

Answers identify and develop some evaluation 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 will not contextualize their response, or alternatively 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 on a narrow range of predominantly practical issues related to general issues of data collection. Commentary will probably not be related to the research concepts. Typically this may be a short list of potential strengths and weaknesses left undeveloped and disconnected to the specific research task; or alternatively evaluation may be focused purely on the strengths of the method.

1-3

Answers offer one or two comments, which relate to the chosen method of data collection. At this level the commentary will be limited and probably related to general issues of collecting data.

0

No relevant points.

TOTAL [60 MARKS]

**Mark Scheme 2536
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

Excerpts from the *Instructions for Examiners* booklet.

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

1 Before the Standardisation Meeting

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

2 After the standardisation meeting

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

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

Annotation consists of:

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

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

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

d) Recording of marking: the scripts

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

e) Handling of unexpected answers

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

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

1. Outline and assess interactionist explanations of crime and deviance. [60]

Expect to see a clear understanding of interactionism. Issues will be discussed such as the relative nature of crime and deviance, the over determinism of other sociological theories, the impact of labelling, the distinction between primary and secondary deviance, societal reaction, the influence of total institutions, the significance of deviancy amplification. Expect to see responses using concepts such as labelling, folk devils, moral panics, deviant career, master status, drift, techniques of neutralisation, mortification with confidence.

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

Becker; Lemert; Cicourel; Matza; Goffman; Jones; Plummer; Ackers; Cohen; Young; Gouldner.

Assessment objective 1: Knowledge and understanding [0-28 marks]**[22-28 marks]**

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

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to interactionist 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to interactionist explanations of crime and deviance. Responses in this band are likely to provide a basic account of interactionist 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to interactionist explanations of crime and deviance. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of interactionist explanations of crime and deviance. This may focus on the deficiencies of other explanations of crime and deviance as well as discussing interactionist perspectives, the impact of labelling, the significance of societal reaction. Specific issues such as secondary deviance, deviant careers, the importance of the media, the nature of moral panics may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

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

[5-8 marks]

Selects some relevant material to provide a basic analysis of interactionist 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to interactionist explanations of crime and deviance. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the definition of deviance, the deterministic nature of the labelling approach, the failure to recognise the nature of power in society, the neglect of corporate crime etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about interactionist 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

2. Outline and assess sociological explanations of why some groups are more likely to be victims of crime than others. [60]

Expect to see a clear understanding of theories such as functionalism; Marxism; feminism; interactionism; ecological theory; left realism. Issues will be discussed such as victimisation studies, social groups and victimisation e.g. ethnic minorities, opportunities and deprivation, social exclusion and marginalisation, crime as an expression of cultural values, crime related to location, the nature of social control. Expect to see responses using concepts such as relative deprivation, subculture, marginalisation, resistance, patriarchy, social control, racism, alienation, focal concerns, victimisation, zone of transition, social disorganisation, with confidence.

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

Merton; Cohen; Young; Miller; Chicago School; Lea; Hall; Gilroy; Gill; Baldwin and Bottoms; Lash and Urry; Muncie and McLaughlin, Heidensohn; Smart.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to sociological explanations of why some groups are more likely to be victims of crime. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to why some groups are more likely to be victims of crime than others. 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to why some groups are more likely to be victims of crime than others. Responses in this band are likely to provide a basic account of interactionist 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to why some groups are more likely to be victims of crime than others. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of sociological explanations of why some groups are more likely to be victims of crime than others. This may focus on the findings of victimisation studies, the relationship between crime and location, the significance of sub-cultures, police practices and priorities, the nature of power in society, the significance of social controls. Specific concepts and issues such as subcultures, alienation, relative deprivation, marginalisation, tipping, social exclusion, zone of transition, patriarchy, racism, social control, resistance, moral panics may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of why some groups are more likely to be victims of crime than others. Responses in this band will either be narrowly focussed on one issue e.g. location or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of why some groups are more likely to be victims of crime than others. 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to why some groups are more likely to be victims of crime than others. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

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 reliability and/or validity of victimisation studies, the adequacy of particular theories of crime and victimisation, whether crime-prone communities are a reality, the processes involved in the social construction of crime, the over-emphasis on street crime, etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about why some groups are more likely to be victims of crime than others 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

3. Outline and assess the role of schools in preparing young people for employment.

[60]

Expect to see a clear understanding of theories such as new right; Marxism, functionalism; feminism; interactionism; new vocationalism. Issues will be discussed such as the nature of socialisation, the transition of young people into the labour market and adult roles, the significance of vocationalism, the development of educational policy related to the curriculum, the economic functions of schooling, the role of the hidden curriculum. Expect to see responses using concepts such as socialisation, role allocation, human capital, meritocracy, hidden curriculum, subcultures, correspondence, vocationalism, patriarchy, transferable skills with confidence.

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

Davis and Moore; Bowles and Gintis; Parsons; Durkheim; Illich; Reynolds; Giroux; Sharpe; Chubb and Moe; Finn; Cohen; Colley; Kelly; Willis.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the role of schools in preparing young people for employment. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the role of schools in preparing young people for employment. 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the role of schools in preparing young people for employment. Responses in this band are likely to provide a basic account of the role of schools 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the role of schools in preparing young people for employment. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of differences in educational achievement. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of the role of schools in preparing young people for employment. This may focus on the socialisation of young people in terms of the open and hidden curriculum, the functions of education in relation to the economy, the impact of new vocationalism, the development of educational policy. Specific concepts and issues such as correspondence theory, role allocation, transferable skills, patriarchy, meritocracy, hidden curriculum, ideology, socialisation, subcultures may be discussed. Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the role of schools in preparing young people for employment. Responses in this band will either be narrowly focussed on one issue e.g. hidden curriculum or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the role of schools in preparing young people for employment. 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the role of schools in preparing young people for employment. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of theories relating schooling to employment, the effectiveness of schooling in preparing young people for employment, critiques of new vocationalism e.g. from a Marxist perspective, the problematic nature of concepts such as meritocracy. Critiques of some Marxist accounts e.g. the importance of resistance to schooling may be considered.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the role of schools in preparing young people for employment 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

4. Outline and assess the view that working class underachievement in education is caused by factors outside schools. [60]

Expect to see a clear understanding of theories such as functionalism, Marxism, new right, interactionism, issues will be discussed such as the significance of the home in terms of cultural and material factors, the importance of poverty as an influence on educational achievement, the significance of subculture in relation to peer groups, the role of capital (material, social and cultural) in relation to achievement, the importance of educational policy. Expect to see responses using concepts such as cultural deprivation, cultural capital, immediate gratification, fatalism, collectivism, restricted and elaborated language codes, subculture, socialisation, status, meritocracy, reproduction with confidence.

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

Douglas; Halsey; Davies; Hyman; Sugarman; Bernstein; Boudon; Ball; Smith and Noble; Power; Willis; Phillips; Saunders; Smithers; Forsythe and Furlong.

Assessment objective 1: Knowledge and Understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that working class underachievement in education is caused by factors outside schools. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that working class underachievement in education is caused by factors outside schools. 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that working class underachievement in education is caused by factors outside schools. Responses in this band are likely to provide a basic account of working class underachievement 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that working class underachievement in education is caused by factors outside schools. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about socialisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks]

Selects and organises relevant material to provide a clear analysis of the view that working class underachievement in education is caused by factors outside schools. This may focus on cultural and material deprivation, the significance of cultural, social and material capital, the importance of socialisation, the significance of culture and sub-cultures, the impact of poverty on achievement, the significance of educational policy. Specific concepts and issues such as immediate gratification, fatalism, collectivism, restricted and elaborated language codes, subculture, meritocracy may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the view that working class underachievement in education is caused by factors outside schools. Responses in this band will either be narrowly focussed on one issue e.g. educational policy or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the view that working class underachievement in education is caused by factors outside schools. 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the view that working class underachievement in education is caused by factors outside schools. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks]

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 importance of in-school factors e.g. teacher expectations, the classification of pupils e.g. banding, criticisms of explanations such as cultural deprivation, the difficulty of separating material and cultural factors, the over-deterministic nature of theories in this area etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that working class underachievement in education is caused by factors outside schools 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

5. Outline and assess the view that material factors are responsible for inequalities in health and illness.

[60]

Expect to see a clear understanding of materialist explanations of inequalities in health and illness. Issues will be discussed such as the impact of poverty on health, the relationship between material factors and behaviour, the link between material deprivation and social class, gender and/or ethnicity e.g. lone parenthood, the use of health services, the allocation of resources within the health service, the impact of private provision. Expect to see responses using concepts such as material deprivation, morbidity, mortality, inverse care law, culture, social construction, health divide with confidence.

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

Townsend; Whitehead; Marmot; Acheson; Black report; Hart; Health Divide; Dougal and Pennell; Shaw; Moser; Annandale; Graham.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that material factors are responsible for 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that material factors are responsible for 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that material factors are responsible for inequalities in health and illness. Responses in this band are likely to provide a basic account of material factors 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that material factors are responsible for inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. discussion about the NHS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of the view that material factors are responsible for inequalities in health and illness. This may focus on the impact of poverty in relation to social class, gender and/or ethnic inequalities in health and illness, the importance of location in the provision of health services, the significance of participation in the labour market, the relationship between behaviour and material factors. Specific concepts and issues such as the inverse care law, morbidity, mortality, social artefact, health divide, culture, social construction may be discussed. Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the view that material factors are responsible for inequalities in health and illness.

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

[5-8 marks]

Selects some relevant material to provide a basic analysis of the view that material factors are responsible for 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the view that material factors are responsible for inequalities in health and illness. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

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 difficulties in measuring morbidity, the greater importance of non-material factors e.g. culture, the difficulty of separating material factors from other factors, the importance of lifestyle choices etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that material factors are responsible for 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

6. Outline and assess the view that the medical treatment of some groups in society is a form of social control. [60]

Expect to see a clear understanding of theories such as Marxism, feminism, functionalism, interactionism. Issues will be discussed such as the role of the medical professions, the changing nature of medical treatment, discipline and discourse, the mortification of the self, labelling and the social construction of mental illness, the medicalisation of female health care.

Expect to see responses using concepts such as patriarchy, stigma, mortification, medicalisation, discourse, sick role, labelling, institutionalization, iatrogenesis with confidence.

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

Becker; Goffman; Foucault; Oakley; Szasz; Scheff; Ilich; Ehrenreich and English; Navarro; Graham, Parsons.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the medical treatment of some groups in society is a form of social control. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the medical treatment of some groups in society is a form of social control. 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the medical treatment of some groups in society is a form of social control. Responses in this band are likely to provide a basic account of the view that the medical treatment of some groups in society is a form of social control 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the medical treatment of some groups in society is a form of social control. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of social control in society. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organizes relevant material to provide a clear analysis of the view that the medical treatment of some groups in society is a form of social control. This may focus on groups such as ethnic minority groups, women or on people with specific needs e.g. relates to mental health or disabilities. The nature of medical treatment, the role of doctors and the medical professions, the social construction of mental illness may be the focus.

Specific concepts and issues such as medicalisation, mortification, discourse, sick role, labelling, institutionalization, stigma may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the view that the medical treatment of some groups in society is a form of social control. Responses in this band will either be narrowly focussed on one issue e.g. institutionalisation or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the view that the medical treatment of some groups in society is a form of social control. 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the view that the medical treatment of some groups in society is a form of social control. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

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 labelling theory, the impact of labelling and resistance to labels, the development of complementary therapies and treatment, the significance of self help and service user groups etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the medical treatment of some groups in society is a form of social control 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

7. Outline and assess feminist approaches to the construction and consumption of culture. [60]

Expect to see a clear understanding of feminist approaches. Issues will be discussed such as the role of the mass media, the changing nature of popular culture, the changes in the labour market in relation to the consumption of popular culture and/or the involvement of women in the production of popular culture, the significance of taste and style, the importance of globalisation, the significance of patriarchal ideology. Expect to see responses using concepts such as popular culture, style, taste, scene, globalisation, hegemony, ideology, patriarchy, feminism with confidence.

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

McRobbie; CCCS; Meehan; Giddens; Ang; Mulvey; Ferguson; Hakim; Stuart; Gamman and Marshment; Jenkins; Bradley.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to feminist approaches to the construction and consumption 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to feminist approaches to the construction and consumption 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to feminist approaches to the construction and consumption of culture. Responses in this band are likely to provide a basic account of feminist approaches 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to feminist approaches to the construction and consumption of culture. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of feminism. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of feminist approaches to the construction and consumption of culture. This may focus on feminist approaches to popular culture, the significance of globalisation, the changing nature of employment and the labour market, the importance of taste, style and scene, the ideology of femininity, commercialism and patriarchal values, the role of the mass media. Specific concepts and issues such as hegemony, ideology, femininity, style, taste, scene, patriarchy, globalisation, consumption may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of feminist approaches to the construction and consumption of culture.

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

[5-8 marks]

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

[1-4 marks]

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

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as critiques of different forms of feminism e.g. radical feminist criticisms of liberal feminism, post-feminist approaches, the importance of structural/material factors limiting 'choices' in consumption, the importance of other factors such as class/ethnicity in the construction and consumption of culture etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about feminist approaches to the construction and consumption 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 marks]

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 marks] 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 marks]

No relevant evaluative points.

8. Outline and assess the impact of global culture on the construction of identities.

[60]

Expect to see a clear understanding of theories such as postmodernism, globalisation, Marxism, feminism. Issues will be discussed such as the nature of identities, the role of the media, the significance of technology, choice and diversity, the importance of global consumerism, the relationship between global culture and localised cultures, sources of identity such as social class and the relationship to globalisation. Expect to see responses using concepts such as global culture, localised culture, hybridity, branding, postculture, choice, style, scene, taste, commodification, fragmented identities, diversity with confidence.

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

Hall; Held; Woodward; Strinati; Crook; Pakulski and Waters; Bauman; Jenkins; Bradley; Fukuyama; Robins; Harvey.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theory relevant to the impact of global culture on the construction of identities. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the impact of global culture on the construction of identities.

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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the impact of global culture on the construction of identities. Responses in this band are likely to provide a basic account of the impact of global culture on the construction of identities through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the impact of global culture on the construction of identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about identity formation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of the impact of global culture on the construction of identities. This may focus on the nature and sources of identities, the changing nature of popular culture, the nature of globalisation and global culture, the relationship between global and localised culture, the role of technological change, the significance of the mass media. Specific concepts and issues such as branding, postculture, commodification, fragmented identities, hybrid identities, choice, diversity, scene, style, taste may be discussed. Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the impact of global culture on the construction of identities. Responses in this band will either be narrowly focussed on one issue e.g. globalisation or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the impact of global culture on the construction of identities. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the impact of global culture on the construction of identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

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 continuing significance of traditional sources of identity e.g. social class, the contrast between modernist and postmodernist views of culture and identity, whether globalisation has been exaggerated as an influence of identities, the importance of resistance to global culture etc.

[9-12 marks]

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

[5-8 marks]

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 marks]

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 marks]

No relevant evaluative points.

9. Outline and assess the view that welfare pluralism is the most effective way of delivering welfare services. [60]

Expect to see a clear understanding of theories such as Marxism, social democratic, third way, new right. There will be a clear understanding of what is meant by welfare pluralism. Issues will be discussed such as the political and economic context of welfare provision, the relationship between the state, private and voluntary sectors, the culture of dependency thesis, the impact of an aging population, ideologies of welfare, different forms of welfare provision. Expect to see responses using concepts such as individualism, collectivism, rights, responsibilities, underclass, citizenship, dependency culture, social exclusion, mixed economy of welfare, patriarchy with confidence.

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

Mishra; Marsland; Le Grand; Ginsberg; Walker; Blakemore; Field; Barrett; Lister; Hutton; Townsend.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that welfare pluralism is the most effective way of delivering welfare services. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that welfare pluralism is the most effective way of delivering welfare services.

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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that welfare pluralism is the most effective way of delivering welfare services. Responses in this band are likely to provide a basic account of welfare pluralism 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that welfare pluralism is the most effective way of delivering welfare services. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of the history of welfare provision. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of the view that welfare pluralism is the most effective way of delivering welfare services. This may focus on the changing political and economic context of welfare provision, differing ideologies of welfare, the different forms of welfare provision, the relationship between state, voluntary and private sectors, the culture of dependency and development of an underclass, the significance of social exclusion. Specific concepts and issues such as individualism, collectivism, mixed economy of welfare, underclass, dependency culture, citizenship, rights, responsibilities, social exclusion, patriarchy may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the view that welfare pluralism is the most effective way of delivering welfare services

Responses in this band will either be narrowly focussed on one issue e.g. the mixed economy of welfare or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the view that welfare pluralism is the most effective way of delivering welfare services. 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the view that welfare pluralism is the most effective way of delivering welfare services. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning critiques of sociological theories of welfare pluralism, problems with welfare pluralism in terms of particular social groups and/or service users, whether other ways of delivering welfare services are more effective e.g. state provision compared to private provision etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that welfare pluralism is the most effective way of delivering welfare services 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

10. Outline and assess the view that the welfare state has created a more equal society.

[60]

Expect to see a clear understanding of theories such as Marxism, social democratic, third way, new right, feminism. Issues will be discussed such as the historical role of the welfare state in social democratic theory, the promotion of social justice, the significance of citizenship, distinctions between equality and equality of opportunity, the importance of universal welfare provision, the extension of rights, notions of equality e.g. economic, social etc. Expect to see responses using concepts such as collectivism, individualism, citizenship, underclass, social justice, social inclusion, equality of opportunity, universal and selective provision, poverty, patriarchy, state intervention with confidence.

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

Keynes; Beveridge; Marshall; Titmuss; Townsend; Le Grand; Blakemore; Field; Barrett; Lister; Ginsberg; Walker.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state has created a more equal 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the welfare state has created a more equal 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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the welfare state has created a more equal society. Responses in this band are likely to provide a basic account of the view that the welfare state has created a more equal 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the welfare state has created a more equal society. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks]

Selects and organises relevant material to provide a clear analysis of the view that the welfare state has created a more equal society. This may focus on the historical development of the welfare state, the significance of collectivism particularly after 1945, the importance of equality of opportunity, the organisation of welfare provision, specific policies within welfare provision e.g. relating to education, health etc. the importance of citizenship and social inclusion, the changing political and economic context of welfare provision. Specific concepts and issues such as collectivism, individualism, equality of opportunity, patriarchy, universal provision, state intervention, social inclusion, citizenship, poverty, underclass may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state has created a more equal society.

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

[5-8 marks]

Selects some relevant material to provide a basic analysis of the view that the welfare state has created a more equal 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the view that the welfare state has created a more equal society. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning whether a more equal society has been created e.g. the growth of an underclass, critiques of the social democratic approach to welfare e.g. from a Marxist perspective, critiques of conceptions of equality e.g. problems with the concept of equality of opportunity, criticisms of particular welfare provision, the unintended consequences of welfare provision e.g. the new right concern with dependency culture etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the welfare state has created a more equal 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

11. Outline and assess the view that the growth of new social movements indicates a decline in traditional political action. [60]

Expect to see a clear understanding of theories such as Marxism, feminism, post modernism. Issues will be discussed such as the nature of traditional political action, the distinctions between old social movements, pressure groups and new social movements, the significance of direct action for new social movements, the decline in support and membership of mainstream political parties, the impact of globalisation and/or new technologies, explanations for the growth of new social movements e.g. the nature of marginalisation.

Expect to see responses using concepts such as new social movements, old social movements, pressure groups, marginalisation, direct action, identity, globalisation, risk, uncertainty, resistance, social exclusion with confidence.

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

Hallsworth; Giddens; Beck; Kirby; Marcuse; Melucci; Scott; Tourraine; Hall; Klein.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks]

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 indicates a decline in traditional political action. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the growth of new social movements indicates a decline in traditional political action.

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 marks]

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the growth of new social movements indicates a decline in traditional political action. Responses in this band are likely to provide a basic account of the view that the growth of new social movements indicates a decline in traditional political action 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 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the growth of new social movements indicates a decline in traditional political action. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of new social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of the view that the growth of new social movements indicates a decline in traditional political action. This may focus on the distinction between old social movements and/or pressure groups reasons for the growth of new social movements, different types of political action, the decline of support for, and membership of, traditional political parties, the significance of direct action for new social movements, the impact of globalisation, the extent of marginalisation in society. Specific concepts and issues such as globalisation, types of political action, marginalisation, identity, risk, uncertainty, resistance, social exclusion may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the view that the growth of new social movements indicates a decline in traditional political action.

Responses in this band will either be narrowly focussed on one issue e.g. decline in support and membership of mainstream political parties or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the view that the growth of new social movements indicates a decline in traditional political action. 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 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the view that the growth of new social movements indicates a decline in traditional political action. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacies of specific theories relating to new social movements, whether direct action is a new phenomenon, whether new social movements are a significant political force, whether distinctions between old and new social movements are valid, whether the growth of new political parties indicates that traditional political action is still significant etc.

[9-12 marks]

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the growth of new social movements indicates a decline in traditional political action 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 marks]

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 marks]

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 marks]

No relevant evaluative points.

12. Outline and assess the relationship between globalisation and protest movements.**[60]**

Expect to see a clear understanding of theories such as globalisation theory, post modernism, Marxism. There will be a clear understanding of what is meant by both globalisation and protest movements. Issues will be discussed such as the impact of globalisation on economic relations, the impact of global culture, globalisation and identity, the nature of resistance to globalisation, the significance of religion, the importance of ethnic identity, the activities of transnational corporations, the interaction between globalisation and local cultures. Expect to see responses using concepts such as new social movements, naturalism, globalisation, global culture, ethnic identity, national identity, resistance, global localisation, new world order, anti-capitalism, anti-globalisation, cultural homogenisation with confidence.

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

Klein; Held; Giddens; Nairn; Anderson; Hall; Fukuyama; Robins; Ritzer; Ali, Callinicos.

Assessment objective 1: Knowledge and understanding [0-28 marks]**[22-28 marks]**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the relationship between globalisation and protest movements. 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 marks]

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the relationship between globalisation and protest movements.

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 marks]

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

[1-7 marks]

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the relationship between globalisation and protest movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of globalisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks]

No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]**[13-16 marks]**

Selects and organises relevant material to provide a clear analysis of the relationship between globalisation and protest movements. This may focus on the development of globalisation and global culture, cultural resistance to globalisation, the development of cultural homogenisation, the emergence of hybrid identities, the activities of transnational organisations, the importance of ethnic identities, the significance of religion. Specific concepts and issues such as nationalism, globalisation, global culture, cultural homogenisation, global localisation, resistance, identity, hybridity, fundamentalism protest may be discussed.

Responses in this band will clearly address the question.

[9-12 marks]

Selects and interprets relevant material to provide an appropriate analysis of the relationship between globalisation and protest movements.

Responses in this band will either be narrowly focussed on one issue e.g. resistance to globalisation or offer a less developed analysis of a range of issues.

[5-8 marks]

Selects some relevant material to provide a basic analysis of the relationship between globalisation and protest movements. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks]

Refers to, and makes a limited interpretation of at least one point relevant to the relationship between globalisation and protest movements. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks]

No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]**[13-16 marks]**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacies of particular theories of globalisation, the difficulty in assessing a direct relationship between globalisation and protest movements, conflicting evidence relating to the impact of globalisation, other influences on protest e.g. national/local issues.

[9-12 marks]

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

[5-8 marks]

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 marks]

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 marks]

No relevant evaluative points.

**Mark Scheme 2537
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

Excerpts from the Instructions for Examiners booklet.

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

1 Before the Standardisation Meeting

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

2 After the standardisation meeting

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

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

Annotation consists of:

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

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

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

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

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

e) **Handling of unexpected answers**

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

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

(a) Using only Item A, identify two problems of gaining access to older homeless people

[6]

AO2(a) Interpretation and Analysis

[0- 6 marks]

Reward answers which refer to any two of:

- (i) *Most of them are invisible*
- (ii) *Some are trapped in unsuitable, temporary accommodation*
- (iii) *Those who sleep rough frequently hide from view in isolated or hidden spots*
- (iv) *They have little contact with statutory or voluntary bodies*
- (v) *Any other reasonable response*

4-6

The candidate shows the ability to select and analyse two problems of gaining access to the older homeless.

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

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

The candidate displays some ability to select and analyse two problems of gaining access to the older homeless.

1-3

At the top of this level, the candidate will display some ability to select and analyse one/two problems of gaining access to the older homeless. Responses will either offer one problem with an explanation or two problems and one will be partial.

At the bottom of this band answers will be limited.

0

No relevant sociological points (NRSP)

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

(b) Identify and explain one strength and one weakness of collecting qualitative data on the experiences of young people who have run away from home.

[8]

Strengths

- *Gain a true picture of the young people*
- *Able to spend time with the young person building up trust and rapport*
- *Rich, detailed data*
- *Detailed insight*
- *Interpretivists prefer qualitative data*
- *Sensitive area*

Any of the above are likely to be linked to validity

Weaknesses

- *Not able to identify any patterns or trends*
- *Lacks reliability*
- *Positivists don't like this approach*
- *Imposition problem*
- *Not able to generate statistics or numerical data*
- *Not able to do a large scale study, therefore, unlikely to be representative*
- *Unlikely to be representative because of sample size, therefore, will not be able to generalise.*

AO1 Knowledge and Understanding

[0-8 marks]

7-8

The candidate shows wide-ranging and detailed knowledge and understanding of one strength and one weakness. The candidate presents material so that it addresses the context of the experiences of young people who have run away from home. Responses will accurately address relevant key concepts and/or theories. There will be few if any errors of grammar, punctuation or spelling.

5-6

The candidate displays knowledge and understanding of one strength and one weakness, one may be explained more clearly than the other.

The candidate should address the experiences of young people who have run away from home or develop a concept and/or theory.

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

3-4

The candidate displays basic knowledge and understanding of one strength and one weakness.

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

1-2

The candidate will display limited knowledge and understanding of one strength or one weakness.

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:

- *1 in 4 were over 50 years old*
- *50% had been homeless for over 2 years*
- *4 main issues correctly identified*
- *Ageing process is often accelerated*
- *Average age of death much lower than general population*
- *300 rough sleepers*
- *5,000 living in hostels*
- *12,000 in bed and breakfast or other temporary accommodation - 6,000 aged 50-64 and 6,000 aged 65+*
- *24,000 staying with friends*
- *500 at imminent risk of eviction.*

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. Candidates should support their answers with reference to accurate statistics, in text and table.

6-7

The candidate will show the ability to select from and analyse a range of the findings identified in ITEM A. Responses are likely to be only partially supported by reference to accurate statistics, in text and table.

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.

1-3

The candidate displays limited ability to select and summarise some of the findings identified in ITEM A. Such candidates will probably only identify two/three pieces of data. Candidates who use most data inaccurately will be placed in this band

0

No relevant sociological points (NRSP)

- (d) Outline and explain the research process that you would adopt in collecting **quantitative** data to find out the needs of the homeless in your nearest town or city.

[14]

Candidates are likely to focus on:

1. The research process

- *Background research*
- *Aims/hypothesis/research question*
- *Target population/sampling frame/sampling technique/sample size*
- *Theoretical considerations*
- *Pilot study*
- *Access*
- *Operationalisation of concepts (homeless, nearest town, needs of the homeless)*
- *Method/s of collecting quantitative data (semi-structured/structured interviews, questionnaires using closed questions)*
- *Ethical concerns*
- *Relevant key research concepts*

2. The research context

- *Homeless*
- *Nearest town or city*
- *Needs of homeless*

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.

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

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

At the bottom of this level the research responses will be limited. The research is likely to be ignored and the response is likely to 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. Responses are likely to address issues of reliability, validity, representativeness and/or generalisability accurately. Explicit reference should be made to reliability and candidates could refer to any of the others.

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 weak description of one/two key research concepts. Candidates may use inappropriate methods such as unstructured interviews or observation.

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 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 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 based on common sense.

0

No relevant sociological points (NRSP).

**Mark Scheme 2538
June 2007**

Knowledge and Understanding, including Communication and Presentation (AO1) 28 marks

Level 4: 23-28 marks

- The Study should have a central research issue, question or hypothesis to be addressed.
- The Study should be conceived within an appropriate scale for pilot research.
- There should be clear aim/s, objective/s and a sociological rationale for carrying out the Study.
- Knowledge and understanding of an appropriate research strategy and associated methodological issues of ethics, reliability, validity, representativeness and/or generalisability will be displayed throughout the study.
- Theoretical links will be made explicitly and concisely.
- At the top end there will be a wide-ranging and detailed knowledge and understanding of research concepts, methods and techniques.
- The Study will be balanced, logical, coherent and focused on the research question or hypothesis in all sections.
- The Study will be organised into clear sections and there will be appropriate referencing.
- There will be few, if any, errors of grammar, punctuation and spelling.
- Studies which exceed the word limit, which are in need of further editing to improve presentation and/or coherence, should be placed at the bottom of the level.

Level 3: 14-22 marks

- The Study may have a central research issue, question or hypothesis to be addressed.
- The Study may be conceived within a scale appropriate for pilot research.
- There should be generally clear aims, objectives and a sociological rationale for carrying out the Study.
- Knowledge and understanding of an appropriate research strategy and associated methodological issues of ethics, reliability, validity, representativeness and/ or generalisability should be displayed.
- Some theoretical links are made explicitly and concisely.
- At the top end, there will be a wide-ranging **or** detailed knowledge and understanding (or a balance of both) of research concepts, methods and techniques.
- The Study should be balanced, logical, coherent and focused on the research question or hypothesis in most sections.
- The Study will be organised into clear sections and there may be appropriate referencing.
- There may be occasional errors of grammar, punctuation and spelling.
- **Studies which exceed the word limit, which are in need of further editing to improve presentation and/or coherence, should be placed at the bottom of the level.**

Level 2: 6-13 marks

- The Study identifies a central research issue, question or hypothesis but it may lack clarity.
- The Study may not be conceived within the scale appropriate to pilot research.
- There may be aims, objectives and a rationale for carrying out the study but these may be partial and/or confused and consequently have a negative impact upon the research process.
- A basic knowledge and understanding of an appropriate research strategy and issues of ethics, reliability, validity, representativeness and /or generalisability) will be displayed.
- There may be superficial attempts to make theoretical links.
- At the top end, there will be a basic knowledge and understanding of research concepts, methods and techniques.
- The Study will have some elements of balance, coherence and/or logic and may be only partially focused on the research question or hypothesis in some sections.
- The Study may be organised into clear sections and there may be referencing.
- There may be some errors of grammar, punctuation and spelling.

- **Studies which exceed the word limit, which are in need of further editing to improve presentation and/or coherence, should be placed at the bottom of the level.**

Level 1: 1-5 marks

- A central research issue, question or hypothesis is likely to be undeveloped.
- Aims and/or objectives may be given but there is unlikely to be a rationale for the Study.
- Limited knowledge and understanding of an appropriate research strategy and broader research issues will be displayed through an understanding of at least one of the following; research concepts, methods and techniques.
- The Study will display limited balance, coherence and/or logic.
- The Study may be organised into sections but there is unlikely to be referencing.
- Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 marks

No sociological knowledge and understanding is displayed.

Interpretation and Analysis (AO2a)

16 marks

Level 4: 13-16 marks

- The Study will show the ability to select, justify and apply an appropriate research strategy in relation to the aims and objectives of the pilot.
- The Study demonstrates the ability to construct and apply a high-quality research device/s effectively.
- Practical and theoretical issues such as ethics, operationalisation of central concepts, sampling and access will be considered sensitively where appropriate.
- The data presented is clearly analysed and interpreted in the context of the aims and objectives of the Pilot Study.
- Clear and valid conclusions/indications are drawn from the evidence gathered by the small scale research.

Level 3: 9-12 marks

- The Study may show some ability to select, justify and apply an appropriate research strategy in relation to the aims and objectives of the pilot.
- Some aspects of the construction and application of the research device/s are effective.
- Practical and theoretical issues such as ethics, operationalisation of central concepts, sampling and access may be considered where appropriate.
- The data presented may be partially analysed and interpreted in the context of the aims and objectives of the Pilot Study.
- Some valid conclusions/indications are drawn from the evidence gathered by the small scale research.

Level 2: 5-8 marks

- The Study may display a basic ability to select, justify and apply an appropriate research strategy in relation to the aims and objectives of the pilot.
- Aspects of the selected research device/s are partially effective.
- Some practical and theoretical issues such as ethics, operationalisation of central concepts, sampling and access will be considered at a basic level.
- Some data may be analysed and interpreted in the context of the aims and objectives of the Pilot Study.

- Some conclusions/indications may be drawn from the evidence gathered by the small scale research.
- At this level the Study may not acknowledge that the data is indicative of a small scale pilot.

Level 1: 1-4 marks

- The Study will display a limited ability to select, justify and apply an appropriate research strategy and is unlikely to acknowledge the implications of a pilot study in relation to their aims and objectives.
- The selected research device/s are likely to be ineffective.
- A practical or theoretical issue such as ethics, operationalisation of central concepts, sampling and access may be considered but in a common-sense fashion.
- Data may be analysed and interpreted simplistically and it is unlikely to be related to the aims and objectives of the Pilot Study.
- Limited conclusions/indications are drawn from the evidence gathered by the research.

0 marks

No valid interpretation and analysis skills are displayed.

Evaluation (AO2b)

16 marks

Level 4: 13-16 marks

- The Study will show the ability to make a balanced evaluation through a detailed and wide-ranging discussion of the research strategy, research device/s and the sample evidence gathered from the pilot.
- Issues relating to reliability, validity, representativeness and/or generalisability will be dealt with within the context of the effectiveness of the research design of the pilot Study.
- Issues relating to ethics and researcher objectivity and/or reflexivity may be assessed where appropriate.
- Opportunities for the further development of the Study will be considered in an incisive manner.

Level 3: 9-12 marks

- The Study will show the ability to make a balanced evaluation through a detailed discussion of some elements of the research strategy, research device/s and the sample evidence gathered from the pilot.
- Issues relating to reliability, validity, representativeness and/or generalisability may be assessed within the context of the effectiveness of the research design although some may be dealt with in more depth than others.
- Some issues relating to ethics and researcher objectivity and/or reflexivity may be assessed where appropriate.
- Some opportunities for the further development of the Study should be considered

Level 2: 5-8 marks

- The Study will show the ability to make a basic balanced evaluation of some elements of the research strategy, research device/s and the sample evidence gathered from the pilot, although the emphasis is likely to be on practical factors such as cost and time.
- Some issues relating to reliability, validity, representativeness and/or generalisability will be considered in a basic fashion and only occasionally within the context of the effectiveness of the research design.

- Some issues relating to ethics and/ or researcher objectivity may be considered where appropriate but in a basic way.
- Opportunities for the further development of the Study may be considered at a basic level.

Level 1: 1-4 marks

- The Study may display a limited ability to evaluate the research strategy, research device/s or evidence gathered from the pilot.
- The emphasis is likely to be on a practical factor such as cost and time assessed in a common-sense way.
- Issues relating to reliability, validity, representativeness and/or generalisability will be given little consideration.
- Issues of ethics and or researcher bias may be referred to in a simplistic way.
- Opportunities for the further development of the Study are unlikely to be considered.

0 marks

No valid evaluation skills are displayed.

**Mark Scheme 2539
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised July 2005)

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

1 Before the Standardisation Meeting

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

2 After the standardisation meeting

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

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

Annotation consists of:

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

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

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

d) Recording of marking: the scripts

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

(Section 8a – d, page 7)

e) **Handling of unexpected answers**

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

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

(Section 6a, bullet point 5, page 5)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

(Appendix 5, para 19, page 25)

Question 1

- (a) Using Item A, identify the two occupational groups showing the largest decrease in satisfaction with the hours they had worked in 2002 compared to 1992.

(6 marks)

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

The two occupational groups showing the largest % decrease are:

- Semi and unskilled manual, going from 91% to 37%.
- Skilled manual, going from 83% to 39%.

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

Shows the ability to select and analyse the two occupational groups showing the largest % decrease 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 the two occupational groups showing the largest % decrease 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 briefly explain two reasons why people work.

(6 marks)

Award one mark for the identification of a reason why people work and up to two marks for the use of evidence from the item to support the reason. Each reason 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 reasons are:

- It is central to peoples' lives
- For money
- For self respect and/or not wanting to become a 'social parasite' i.e. dependent.
- To get out of the house
- Social implications, work changes peoples' lives

AO2 (a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two reasons why people work. The two reasons will be taken from item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse reasons why people work. The reasons 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 researching changes in job satisfaction over time.

(12 marks)

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

Difficulties include:

- Operationalisation of job satisfaction
- Comparison of different jobs
- Choice of time period to be used
- Finding a suitable sample
- Ensuring reliability
- Ensuring validity
- Time consuming nature of research
- Choice of method
- Funding

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of two difficulties sociologists face when researching changes in job satisfaction over time. In this band the difficulties selected will be clearly relevant to research on changing job satisfaction over time

7-9

Selects relevant material to provide an analysis of two difficulties sociologists face when researching changes in job satisfaction over time. In this band the points selected are likely to be generalised and not related directly to research on changing job satisfaction over time
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 researching changes in job satisfaction over time
Responses in this band may select and analyse one difficulty and relate it to research on changing job satisfaction over time, 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 researching changes in job satisfaction over time. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) Using your wider sociological knowledge outline the evidence that social class inequalities exist 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 social class inequalities exist in the contemporary UK. Topics such as education, crime, health, media, politics, and workplace are likely to appear. An array of concepts are likely to appear, such as; exclusion, life chances, market situation, poverty, marginalisation, relative deprivation, status, labelling, polarisation, situational constraints. Empirical evidence may come from organisations such as the Low Pay Unit. Studies may be used from across the specification and may focus on material and/or social inequalities. Theoretical evidence is likely to draw on Marxism. The crucial issue to bring out is that there are differences between social classes, even if these differences are blurring, 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 some social class inequalities existing in the contemporary UK. Answers in this band will contain a range of 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 social class inequalities existing in the contemporary UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with a limited range of social class inequalities in depth or a broad range of inequalities with a lack of emphasis on social class. 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 social class inequalities in the contemporary UK. Answers in this band are likely to generalised accounts of inequalities and social class. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

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

0

No relevant sociological knowledge or understanding.

- (e) Outline and assess Weberian explanations of the changing class structure in the contemporary UK.

(44 marks)

AO1: Knowledge and Understanding

(20 marks)

Indicative content (other valid points may be offered)

Expect to see references to a range of different Weberian ideas and concepts covered in some depth/breadth in the top band. The main emphasis of top band answers should be on the range of Weberian explanations offered for the changes in the class structure, as well an account of what is happening to the class structure. Concepts such as; embourgeoisement, life chances, market situation, status, property, manual/non manual work, white collar workers, professionals, underclass, service sector fragmentation, blurring, work rich/work poor, racialised class fractions. Expect to see writers such as Goldthorpe, Runciman, Dahrendorf, Giddens.

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to Weberian explanations of the changing class structure in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different interpretations of Weberian theory in this band, and candidates will move the discussion beyond the embourgeoisement debate. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to Weberian explanations of the changing class structure in the contemporary UK. Answers in this band will contain an awareness of the range of Weberian explanations/concepts of the changing class structure 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 class position of routine non manual workers, 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 Weberian explanations of the changing class structure in the contemporary UK. Answers in this band are likely to be generalised accounts of Weberianism and/or the changing class structure. Answers will contain some knowledge of sociological explanations for the change 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 Weberian explanations of the changing class structure in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

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

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

Some points of possible evaluation

Weberians disagree with Traditional Marxists in their explanations for the changing class structure and this is likely to provide the opportunity for clear evaluative skills. There is a clear argument between the Marxists and the Weberian approaches to explaining class change. The debate between the Marxist economic arguments and status arguments of the Weberian approach is likely to feature in responses in L3 and L4. Weberians themselves disagree about the class structure today, principally the number of classes present this may form an evaluation too. Juxtaposed answers are likely to offer the Marxist, Functionalist and possibly Post Modern explanations as alternatives to Weber, although they will fail to develop the points of disagreement.

18-24

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

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on Weberian explanations of the changing class structure. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. Answers in this band will show an awareness of theoretical debate, probably between Weberian/Marxists 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 Weberian explanations of the changing class structure. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, e.g. the different classification systems based on Weberian ideas of status. 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 Weberian explanations of the changing class structure. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.

Question 2

- (a) Using Item A identify the two religions showing the greatest difference between male and female rates of unemployment.

(6 marks)

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

The religions showing the greatest difference in male and female rates of unemployment are:

- Hindu with 6% of males and 11% of females.
- Buddhist with 6% of males and 9% of females.

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse the two religions showing the greatest difference between male and female rates of employment 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 religions showing the greatest difference between male and female rates of employment. 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 reasons why Muslims are disadvantaged in employment.

(6 marks)

Award one mark for the identification of a reason why Muslims are disadvantaged in employment and up to two marks for the use of evidence from item B to support the reason. Each reason 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 reasons are:

- Muslims are less likely to participate in social events associated with the workplace, which affects their promotion prospects
- Employers having a lack of understanding of Islam which means disadvantage in terms of religious needs in the workplace
- Muslims needing higher qualifications than their white counterparts which would disadvantage them when securing jobs

AO2 (a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two reasons why Muslims are disadvantaged in employment. The two reasons will be taken from item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse the reasons why Muslims are disadvantaged in employment. The reasons 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 one advantage and one disadvantage of using unstructured interviews when researching discrimination in the workplace.

(12 marks)

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

Advantages include:

- Validity of data
- Opening up
- Verstehen/empathy
- Check/verify statements
- Easier to operationalise discrimination through informal discussion
- Rapport

Disadvantages include:

- Quantity of data collected
- Time
- Access
- Difficult to detect trends
- Location of interviews
- Reliance on memory/exaggeration
- Transcribing data
- Researcher imposition
- Unreliable
- Interviewer Effect
- Social characteristics of the researcher

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using unstructured interviews when researching discrimination in the workplace. In this band the difficulties selected will be clearly relevant to research on discrimination in the workplace.

7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage of using unstructured interviews when researching discrimination in the workplace. In this band the points selected are likely to be generalised and not related directly to discrimination in the workplace. Responses in this band may be unbalanced or there may be a list of a number of three or four points left undeveloped.

4-6

Selects some relevant material to provide some analysis of one advantage and one disadvantage of using unstructured interviews when researching discrimination in the workplace. Responses in this band may select and analyse one ad/disad, 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 using unstructured interviews when researching discrimination in the workplace. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) Using your wider sociological knowledge outline the evidence that ethnic minority groups face discrimination 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 ethnic minority groups face discrimination 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; racism, prejudice, racialisation, closure, labelling, self fulfilling prophecy, criminalisation, life expectancy, ill health, exclusion, marginalisation, reserve army, dual labour markets, unemployment, glass ceiling, temporary workers, scapegoat, moral panics, income. Studies may be used from across the specification and may focus on any form of discrimination (action). Top band answers should consider evidence from specific ethnic minority groups. The crucial issue to bring out is that some ethnic minority groups do face negative treatment in the contemporary UK. 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 ethnic minority groups facing discrimination in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and/or theories covered in detail, and at the top of this band will focus explicitly on discrimination as a source of inequality. 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 ethnic minority groups facing discrimination 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 discriminations/ethnic minority groups in depth or a broad range 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 ethnic minority groups facing discrimination in the contemporary UK. Answers in this band are likely to be generalised accounts of ethnicity and discrimination 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 ethnicity and discrimination in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(e) Outline and assess Marxist explanations of ethnic disadvantage 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 Marxist contributions to explaining ethnic disadvantage covered in some depth and breadth in the top band. Top band answers should be theoretically based looking at both traditional and Neo Marxisms. The main emphasis of top band answers should be on the range of Marxist explanations offered for ethnic disadvantage. Concepts such as; reserve army of labour, proletarianisation, unified class fractions, divided class fractions, economic determinism, cultural racism, racialised class fractions, legitimisation, deskilling, lumpen proletariat, may appear. Expect to see writers such as Cox, Castles and Kosack, Miles, Phizaklea, Solomos, Gilroy.

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to Marxist explanations of ethnic disadvantage. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theories in this band, and candidates will clearly recognise and state the divisions within Marxism. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of ethnic disadvantage. 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 economic position of ethnic minority groups or with a broader range of ideas without clear evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional, errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of ethnic disadvantage. Answers in this band are likely to be generalised accounts of Marxism and/or inequality; 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 Marxist explanations of ethnic disadvantage, although this is likely to be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

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

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

Some points of possible evaluation

Marxist and Neo Marxists disagree in their explanations of ethnic disadvantage and these are likely to provide the opportunity for clear evaluative skills. There is an argument regarding the importance of economics and culture in explaining ethnic disadvantage. Answers which engage in this debate are likely to be placed in the top band. The debate between the Marxist economic arguments and status arguments of the Weberian approach is likely to feature in higher level responses. Juxtaposed answers are likely to offer the Marxist/ Functionalist/Weberian theories and/or Assimilation/ Post modern views as alternative explanations although they will fail to develop the points of disagreement. General criticisms of Marxism such as economic determinism, failure to provide evidence, being outdated may be offered.

18-24

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

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on Marxist explanations of ethnic disadvantage. 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. Answers which list general evaluative points of Marxism and do not move beyond this may be placed at the bottom of this band

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on Marxist explanations of ethnic disadvantage. Answers in this band may be characterised by juxtaposition or they may raise critical points but leave them unexplained, e.g. the fact that Marxism blames capitalism for ethnic disadvantage. Answers at the bottom of this band will show more than a simple understanding of evaluative points

1-5

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

0

No relevant evaluative points.

**Advanced GCE (Sociology) (3878/7878)
June 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2532	Raw	60	44	40	36	32	28	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	64	56	48	41	34	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	44	40	36	32	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	46	41	37	33	29	0
	UMS	90	72	63	54	45	36	0
2538	Raw	60	49	43	37	32	27	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	64	57	50	43	36	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
7878	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3878	18.6	36.7	58.6	76.9	90.2	100	7276
7878	17.7	41.0	66.8	87.2	97.3	100	5061

12337 candidates aggregated this series

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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