

Sociology

Advanced GCE A2 7878

Advanced Subsidiary GCE AS 3878

Mark Scheme for the Components

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Advanced Subsidiary GCE Sociology (3878)

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2532 The Individual and Society

- 1 a) Using item A, identify and briefly explain two ways in which food is linked to culture. [8]

Indicative Content

Reference may be made to the following:

Changes over time

Ethnic/cross cultural variations

Avoidance of food

What we eat with

Rituals around eating

AO2a Interpretation and Analysis (8 marks)

7-8

The candidate will correctly select and analyse two factors from item A that show food is linked to culture. Answers will show the ability to select from and analyse different kinds of data.

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

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

5-6

The candidate will correctly select and interpret two factors that show food is linked to culture. Answers will show the ability to select from and analyse different kinds of data.

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

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

3-4

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

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

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

1-2

The candidate will correctly select one factor from item A, but leave this completely unexplained, showing only a limited ability to respond to the data.

0

No relevant interpretation or analysis.

- b) Identify and briefly explain two features of culture. [8]

Indicative Content:

Reference may be made to the following:

Learned behaviour/attitudes

Passed on from one generation to the next

Shared meanings

Language

Patterns of beliefs

Religion

Customs

Ways of thinking

Whole ways of life

The different elements that make it up e.g. values, norms, customs, statuses and roles

Any other reasonable response.

AO1 Knowledge and Understanding (8 marks)

7-8

The candidate will correctly identify two features of 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 culture.

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

5-6

The candidate will correctly identify two features of 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 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

The candidate will correctly identify one or more features of culture.

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

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

The candidate will present material, which partially addresses the question.

There may be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one feature but leave this completely unexplained, therefore showing only limited understanding of 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 religion influences social behaviour. [18]

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

Reference may be made to moral values and moral codes, which become part of culture and affect daily social behaviour; acts of worship – marriages, baptisms, funerals; ceremonies; rituals; dress.

Concepts – such as:

Secondary socialisation; internalisation; norms; moral values; role models; ritual; symbols; culture.

Studies – such as:

Butler; Jacobson

Theories:

Candidates may use functionalism and/or Marxism.

Contemporary Examples

These should be rewarded.

AO1 Knowledge and Understanding (10 marks)

8-10

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

The candidate will display knowledge of both religion and social behaviour, and the links between them. 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 religion influences social behaviour and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate may display greater knowledge of socialisation than religion, 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 religion influences social behaviour and of relevant conceptual and/or empirical and/or theoretical evidence. 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 religion influences 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 religion influences social behaviour. To locate at the top of the band candidates should select and analyse data relevant to the religion 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 religion 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 two ways in which religion influences social behaviour. They may refer to resistance, other agents of socialisation, and/or secularisation.

At the bottom of the band evaluation will be less explicitly focused or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on the ways in which religion influences social behaviour, making the evaluation basic and at the bottom of the band only one comment made. In this band evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- d) Discuss the view that the contemporary UK is a culturally diverse society. [26]

Indicative Content (Other valid points may be offered).

Candidates might discuss religious, ethnic, national, regional, class, and/or gendered cultural diversity with the associated norms and values.

They might consider a dominant culture in relation to subcultures, high culture, folk culture, mass culture and/or popular culture.

Concepts – such as:

Norms, values; subcultures; new ethnicities, masculinities; ideology; globalisation; social closure

Studies –such as:

Gilroy; Jacobson; Schudson; Connell; Sharpe; Roberts; Savage

Contemporary Examples

Candidates may draw from a range of contemporary examples. These should be rewarded.

AO1 Knowledge and Understanding (14 marks)

11-14

The candidate will display a range of knowledge and understanding of the concept of cultural diversity, the diverse nature of contemporary UK society and associated sociological evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, which will focus on what is meant by the concept cultural diversity.

At the top of the band there will be clear knowledge and understanding of the degree of cultural diversity in the contemporary UK. Answers in this band will have a depth or breadth of knowledge and understanding.

Candidates will present material in a manner that answers the question directly. There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding of the concept of cultural diversity, the diverse nature of contemporary UK society and associated sociological evidence and ideas. Responses in this band will be less developed than in the band above with less depth or breadth of understanding. 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 the concept of cultural diversity, the diverse nature of contemporary UK society and associated sociological evidence and ideas. Answers in this band will be largely descriptive showing understanding of terms but little understanding of the relationship between cultural diversity and the contemporary UK. Answers will therefore 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. Towards the top of the band there should be evidence of either more than one cultural group in some depth or a breadth of

cultural groups in less depth. 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 the concept of cultural diversity and the diverse nature of contemporary UK society. 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 and intrusive 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 the contemporary UK can be described as culturally diverse. Candidates will engage in the debate surrounding the extent to which society is culturally diverse or homogeneous and subject to change. 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 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, probably referring to only one type of cultural diversity in any depth. 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 cultural diversity. They might consider multiculturalism, cultural hybrids or class culture. 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 the view that the contemporary UK can be described as 'culturally diverse'. Critical material may 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 the view that the contemporary UK can be described as 'culturally diverse'. 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 contemporary UK can be described as 'culturally diverse'. 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 contemporary UK can be described as 'culturally diverse'. Any other points will be based on common sense assertion.

0

No relevant evaluation.

- 2 a) Using Item B, identify and briefly explain two factors that form the basis of national identity. [8]

Indicative Content

Reference may be made to the following:

Language

Respect for political institutions and laws

Sense of belonging to a nation state

Citizenship

AO2a Interpretation and Analysis (8 marks)

7-8

The candidate will correctly select and analyse two factors from item B that were seen as forming the basis of national identity. 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 factors.

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

5-6

The candidate will correctly select and interpret two factors from Item B that were seen as forming the basis of national identity. Answers will show the ability to select from and interpret different kinds of data.

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

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

3-4

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

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

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

1-2

The candidate will correctly select one factor from Item B, but leave this completely unexplained, showing only a limited ability to respond to the data.

0

No relevant interpretation or analysis.

- b) Identify and briefly explain two ethnic identities in the contemporary UK. [8]

Indicative Content:

Reference may be made to African-Caribbean; White; Black; hybrid, dual; new; those adopting a 'white mask'; immigrant; or any other reasonable response. (N.B. Accept "Polish"/ "East European" if explained as an 'ethnic' group – re: language, work, ethic, shops, food, customs, etc)

AO1 Knowledge and Understanding (8 marks)

7-8

The candidate will correctly identify two ethnic identities.

Award 8 marks to responses that identify and explain two ethnic identities.

Award 7 marks to responses that identify two ethnic identities, explain one fully, and partially explain the other. Answers will offer an explanation for each ethnic identity identified, and explanations will offer a range of knowledge and understanding of the concept of ethnic identity. There will be few, if any, errors of grammar, punctuation and spelling.

5-6

The candidate will correctly identify two ethnic identities in the UK.

Award 6 marks to responses which identify two ethnic identities 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 ethnic identities in the UK, and give a partial explanation of one of them. Answers will offer knowledge and understanding of the concept ethnic identity. The candidate will present material in a manner that addresses the question. There will be occasional errors of grammar, punctuation and spelling.

3-4

Award 4 marks to responses which identify two ethnic identities in the UK but offer no explanation of either, or to responses which identify one ethnic identity and fully explain it.

Award 3 marks to responses which identify one ethnic identity and offer a partial explanation of it. The candidate will present material, which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-2

The candidate will correctly identify one ethnic identity, but leave this completely unexplained, therefore showing only limited understanding of ethnic identities.

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 people are socialised into a national identity. [18]

Indicative Content (Other valid points may be offered):

Candidates may adopt one or two different socialisation agencies as their 'ways'. Others may use means such as through a common language; national rituals; symbols; the mass production of fashion and taste. They may refer to 'official' channels e.g. flags, ceremonies; and/or unofficial channels, e.g. stories about the nation.

Concepts – such as:

Socialisation, internalisation, norms, values, symbols, rituals.

Studies – such as:

Schudson

Contemporary examples:

These should be rewarded.

AO1 Knowledge and Understanding (10 marks)

8-10

The candidate will show a range of knowledge and understanding of two ways in which people are socialised into a national identity and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate will display knowledge of the concepts of national identity and socialisation and the links between them. The candidate will present material that directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.

6-7

The candidate shows knowledge and understanding of two ways in which people are socialised into a national identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of socialisation than national identity or vice versa. The range of concepts, evidence and ideas will be narrower than in the band above, and answers may be uneven. Any examples may be only partially understood or relevant.

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

4-5

The candidate displays some knowledge and understanding of the ways in which people are socialised into a national identity and of relevant conceptual and/or empirical and/or theoretical evidence. Answers that state two ways are likely to leave these undeveloped and unsubstantiated. The candidate will present material that partially answers the question. There may be some errors of grammar, punctuation and spelling.

1-3

The candidate displays an awareness of at least one way in which people are socialised into a national identity. The material may be of marginal relevance to the question and may be based on common sense assumption and assertion. Errors of grammar, punctuation and 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 British people are socialised into a national identity. To locate at the top of this band answers should select and analyse data relevant to the notion of national identity and the process of socialisation 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 the processes involved only.

At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

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

The candidate at the top of this band will clearly and explicitly evaluate two ways in which people are socialised into a national identity. They may refer to differences between the power of different ways, resistance, or social change.

At the bottom of the band evaluation will be less explicitly focused or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on the ways in which people are socialised into a national identity, making the evaluation basic and at the bottom of the band only one comment made. In this band any evaluation will be based on common sense rather than sociological insight.

0

No relevant interpretation or analysis.

- d) Discuss the view that British identity is changing [26]

Indicative Content (other valid points may be offered).

Candidates should examine the question of whether a new British identity is emerging with social change. They may consider the boundaries of the nations of Wales, Scotland and England, and the identity of the Celtic nations. Some may examine devolution of power and membership of the European Union. The impact of globalisation will also be considered. Candidates may explore ethnicity and/or cultural hybridity and their effect on contemporary British identity. It is possible that candidates may explain changing British identity in terms of the effects of subcultures on mainstream British culture.

Concepts – such as:

Nation, nation-state; nationalism; inclusive and exclusive nationalism; banal nationalism; devolution; Englishness; Britishness; hybridity; European Union; fundamentalism; ethnicity; multiculturalism; globalisation; transnational companies; racism; xenophobia; stereotyping; social change.

Studies – such as:

Hall; Waters; Guibernau and Goldblatt; Billig; Dowds and Young; Modood

Contemporary Examples

These should be rewarded.

Theory

Theoretical approach is probably less likely with this question

AO1 Knowledge and Understanding (14 marks)

11-14

The candidate will display a range of knowledge and understanding of the notion of a *changing* British national identity 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 what constitutes a new British national identity in the contemporary UK perhaps contrasting this with a traditional one to bring out the way it has changed.

At the top of the band there will be clear knowledge and understanding of a changing British identity and the processes, which have brought this about.

Candidates will present material in a manner which answers the question directly.

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

8-10

The candidate will display knowledge and understanding of the notion of a *changing* British national identity 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 refute the view. Candidates will present material in a manner that answers the question. There may be occasional errors of grammar, punctuation or spelling.

5-7

The candidate will display some knowledge and understanding of the notion of a *changing* British national identity and associated evidence and ideas. Answers in this band will be largely descriptive. Answers will show partial knowledge and understanding and will be characterised by a lack of relevant conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration.

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

1-4

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

0

No relevant interpretation or analysis.

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 a changing British identity is emerging in the contemporary UK. Candidates will engage in the debate surrounding the extent to which British national identity is changing or not. 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. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

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

Candidates may consider how and why British identity is changing, perhaps focussing upon the idea of a new 'Britishness' and how this is different to the past; whether or not national identity is weaker or stronger than in the past, and/or whether or not national identity is under threat. They may consider the degree of nationalism and its implications.

7-8

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that British national identity is changing 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 the view that British national identity is changing in the contemporary UK. The evaluation in this band will be a narrower range than in the band above, and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates will present a clear, but one-sided or inadequately supported position.

3-4

The candidate will show the ability to make basic evaluation of the evidence and arguments about the view that a British national identity is changing in the contemporary UK. The tone of this response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that British national identity is changing in the contemporary UK. Any other points will be based on common sense assertion.

0

No relevant evaluation.

2533 Culture and Socialisation

OPTION 1: The Family

- 1 a) Identify and explain *two* characteristics of the traditional nuclear family. [15]

Understanding may be demonstrated by some contextualisation e.g. link with Functionalism/New Right familial ideology.

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

- Segregated roles
- Male breadwinner
- Dependant wife
- Patriarchal control
- Heterosexual
- Married
- 2 - 3 children
- Stable and harmonious
- Cereal Packet norm
- Primary socialisation
- Stabilisation
- Murdock's functions
- Gender-role socialisation
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)

13-15

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

9-12

The candidate displays knowledge and understanding of two characteristics of the traditional nuclear family and of the associated sociological evidence and ideas. 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 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.

5-8

The candidate displays some knowledge and understanding of two characteristics of the traditional nuclear family but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One characteristic fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

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

0 No relevant sociological knowledge or understanding.

- b) Outline and discuss the view that the roles of men and women within the family have become more equal. [30]

There is a range of valid approaches to this question. Some candidates may focus on one or two key areas of relevance, offering depth, while others may refer to a range of issues and offer breadth. Expect to see the use of more traditional material (Young and Willmott, Oakley etc). Candidates should be rewarded for using contemporary evidence.

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

- Arguments regarding increased symmetry, changing conjugal roles
- Changing gender identities including New Man
- Higher expectations
- Increased divorce
- Breakdown of traditional family forms (Functionalism/New Right)
- Greater diversity of family types
- Trend towards individualism
- Postmodern view
- Any other reasonable response.

In evaluation;

- Reference to patriarchy, domestic violence
- Continuing dominance of ideology of ideal family type
- Myth of family symmetry
- Feminist contributions
- Differences in terms of class, ethnicity etc

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that the roles of men and women within the family have become more equal. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that the roles of men and women within the family have become more equal. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the roles of men and women within the family have become more equal. 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 and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that the roles of men and women within the family have become more equal. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

AO2a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the roles of men and women within the family have become more equal. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the roles of men and women within the family have become more equal. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that the roles of men and women within the family have become more equal. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that the roles of men and women within the family have become more equal.

0

No relevant interpretation and analysis

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the roles of men and women within the family have become more equal. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing 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 other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the roles of men and women within the family have become more equal. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the roles of men and women within the family have become more equal. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the roles of men and women within the family have become more equal.

0

No relevant evaluation.

- 2 a) Identify and explain two reasons for the decline in the marriage rate in the UK. [15]

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

- Effect of feminisation of labour force
- Increased cohabitation
- Impact of feminism, women more financially independent, marriage less of a priority – Sharpe, Wilkinson etc
- Declining influence of the church
- Greater social acceptance of alternatives e.g. single person households, single parent families, homosexuality
- More work orientated single professionals
- Confluent love
- Individualism
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)

13-15

The candidate shows a range of knowledge and understanding of two reasons for the decline in the marriage rate in the UK 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 reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two reasons for the decline in the marriage rate in the UK and of the associated sociological evidence and ideas. 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 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.

5-8

The candidate displays some knowledge and understanding of two reasons for the decline in the marriage rate in the UK but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. 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 decline in the marriage rate in the UK 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 nuclear family has a negative impact on its members. [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
- Leach on family as an overloaded electric circuit
- Feminist views on domestic violence, conjugal roles, gender role socialisation, child abuse
- Evidence which illustrates the negative impact of nuclear 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
- Relative isolation of nuclear family

In evaluation;

- Outline of Functionalist views e.g. warm bath theory, stabilisation of adult personalities, effective socialisation of young, naturalness of this family form
- Provides financial and emotional security
- Supports social stability, functional for society
- Reference to government support through social policies
- Continuing popularity of the nuclear family
- New Right perspective, dysfunctional nature of other family forms
- Reference to class and ethnic differences
- Discussion of various family types and interrogation of term 'family life'
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that the nuclear family has a negative impact on its members. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that the nuclear family has a negative impact on its members and of associated sociological ideas and concepts. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the nuclear family has a negative impact on its members and of some associated sociological ideas and concepts. 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 and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that the nuclear family has a negative impact on its members and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the nuclear family has a negative impact on its members. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the nuclear family has a negative impact on its members. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that the nuclear family has a negative impact on its members. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that that the nuclear family has a negative impact on its members.

0

No relevant interpretation and analysis.

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the nuclear family has a negative impact on its members. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing 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 other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the nuclear family has a negative impact on its members. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the nuclear family has a negative impact on its members. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the nuclear family has a negative impact on its members.

0

No relevant evaluation.

OPTION 2: Mass Media

- 3 a) Identify and explain *two* trends in media production in the contemporary UK. [15]

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

- Digitalisation
- Reference to New Media e.g. screen-based, combines images, text and sound, element of interaction (Collins and Murrone)
- Development of relatively inexpensive products
- A variety of sources of access to internet
- Cable television and satellite broadcasting
- Media as a public sphere
- Diversity and choice, explanation drawing on postmodern views
- Explanations may draw on issues of quality and inequality
- Ownership and organisational factors, e.g. vertical and horizontal integration can be rewarded provided they are linked to trends in media production
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)**13-15**

The candidate shows a range of knowledge and understanding of two trends in media production in the contemporary UK. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both trends. At the bottom of the band this may be uneven and provided in depth for only one trend. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two trends in media production 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 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.

5-8

The candidate displays some knowledge and understanding of two trends in media production in the contemporary UK but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One trend fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a trend in media production in the contemporary UK 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 audiences are the main influence on media content. [30]

In the top mark band, expect to see the view located within the Pluralist model.

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

- Reference to Pluralist model
- Reference to substantive examples from particular media products
- Influence of active audience pressure groups e.g. NVLA, CfBF
- Response of advertisers to perceived market segments and scheduling

In evaluation:

- Influence of owners
- Influence of media professionals
- Impact of regulation including internal and external, formal and informal
- Legal influences
- Impact of advertisers
- Reference to theoretical models e.g. Marxist manipulative model, Hegemonic Marxist, Feminist, anti-racist viewpoint
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that audiences are the main influence on media content. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that audiences are the main influence on media content. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that audiences are the main influence on media content. 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 and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that audiences are the main influence on media content. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

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

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that audiences are the main influence on media content. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that audiences are the main influence on media content. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that audiences are the main influence on media content.

0

No relevant interpretation and analysis.

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that audiences are the main influence on media content. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing 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 other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that audiences are the main influence on media content. 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 audiences are the main influence on media content. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that audiences are the main influence on media content.

0

No relevant evaluation.

- 4 a) Identify and explain *two* ways in which women are stereotyped in the media. [15]

In the top band the term stereotyping should be clearly understood. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- Meehan's typology
- Tuchman on limited range of roles – domestic, sexual and romantic
- Limited visibility, marginalised
- Ideal images, Ferguson and the cult of femininity
- Joan Smith on women as victims
- Reference to feminist explanations
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)

13-15

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

9-12

The candidate displays knowledge and understanding of two ways in which women are stereotyped in the media 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 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.

5-8

The candidate displays some knowledge and understanding of two ways in which women are stereotyped in the media but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. 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 women are stereotyped in the media and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- b) Outline and discuss the view that the media have a slow and gradual effect on their audience. [30]

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

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

- Cultural Effects theory
- Two-step Flow model
- Reference to effect of hegemony, GUMG research

In evaluation:

- Hypodermic Syringe model
- Case studies and their alleged link to screen violence. These should be substantiated and/or contextualised within the sociological debate about their value as evidence which proves a correlation with violent behaviour
- Research evidence e.g. Packard, Bobo Doll experiment, Newson, Frankfurt School
- Active audience approaches, uses and gratifications model
- Relevant concepts from reception analysis and the selective filter model.
- Censorship or other forms of regulation, which may mitigate the influence of the media on its audience or illustrate the power of the media through the necessity for controls.
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that the media have a slow and gradual effect on their audience. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter-arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that the media have a slow and gradual effect on their audience and of associated sociological evidence and ideas. Answers may focus in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the media have a slow and gradual effect on their audience and of some associated sociological evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that the media have a slow and gradual effect on their audience. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

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

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media have a slow and gradual effect on their audience. At this level there will be less range and examples presented will be more superficial and anecdotal than in the previous band.

4-5

The candidate displays some ability to interpret different types of data about the view that the media have a slow and gradual effect on their audience. More than one dimension to the arguments and evidence will be addressed, for or against the view. A limited range of examples may be presented some of which may be of marginal relevance.

1-3

The candidate displays limited ability to use at least one form of data about the view that the media have a slow and gradual effect on their audience.

0

No relevant interpretation and analysis.

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the media have a slow and gradual effect on their audience. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the media have a slow and gradual effect on their audience. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal evidence to counter the view. A degree of balance should be evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the media have a slow and gradual effect on their audience. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the media have a slow and gradual effect on their audience.

0

No relevant evaluation.

OPTION 3: Religion

- 5 a) Identify and explain *two* reasons why religion is important to some ethnic groups in the UK. [15]

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

- Provides support against inequality and racism
- Marxist views on religion as an opiate
- Identity-giving role to young Asians, reference to Johal. Identification of particular groups and explanations as to why religion remains a key factor in lifestyle and identity e.g. Rastafarianism, Indian Sikhs,
- Significance of Roman Catholicism to some Irish and Eastern European communities in the UK
- Reference to Pryce on religion giving a framework of hard work, sexual morality and prudence
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)**13-15**

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

9-12

The candidate displays knowledge and understanding of two reasons why religion is important to some ethnic groups in the 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 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.

5-8

The candidate displays some knowledge and understanding of two reasons why religion is important to some ethnic groups in the UK but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. 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 religion is important to some ethnic groups in the UK 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 Marxist views of religion. [30]

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

- Exposition of the traditional Marxist view of religion as a form of ideological control
- Supporting evidence from Halevy, Leach, Hook, Bruce
- Neo-Marxism on potential liberating effect of religion as a cultural institution, Maduro on Liberation Theology
- Reference to concepts like 'religion as the opium of the people', 'haven in a heartless world', false consciousness

In evaluation;

- Alternative views from Functionalism, Weberianism, Feminism
- Rise of fundamentalism as revolutionary
- Dimensions of ethnicity, gender, class, age etc as challenging the status quo
- Examples of discord/hostility linked to religious belief
- Contribution of secularisation
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of Marxist views of religion 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 will be clearly presented. At the top of the band the views 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 Marxist views of religion and of associated sociological ideas and concepts. Theoretical argument and/or empirical data supporting/challenging the views 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 Marxist views of religion 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 Marxist views of religion and /or of a relevant piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to Marxist views of religion. 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 Marxist views of religion. Expect to see discussion of relevant data but treated in an unbalanced or superficial way. Evidence may be unsubstantiated 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 Marxist views of religion. More than one dimension to the arguments and evidence will be addressed, for or against the views. Evidence may be superficial or contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about Marxist views of religion.

0

No relevant interpretation and analysis

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about Marxist views of religion. 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 Marxist views of religion. 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 Marxist views of religion. 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 Marxist views of religion.

0

No relevant evaluation.

- 6 a) Identify and explain *two* reasons why people join religious sects in the UK. [15]

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

- For stability in times of social change
- Disenchantment with established religious organisations
- Affect of poverty, economic marginalisation
- Influence of secularisation, search for certainty
- Increased influence of media/access to internet
- Effect of social marginalisation
- Reference to the research of Barker on the Moonies
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)

13-15

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

9-12

The candidate displays knowledge and understanding of two reasons why people join religious sects in the 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 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.

5-8

The candidate displays some knowledge and understanding of two reasons why people join religious sects in the UK but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. 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 people join religious sects in the UK 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 an important influence in the contemporary UK. [30]

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

- Location within secularization debate
- Role of religion in supporting the establishment
- R.E. in schools
- Rise in religious fundamentalism and the search for certainty.
- Evidence of increased participation in some religious groups
- Religious pluralism as evidence of continuing belief
- Impact of modern technology e.g. televangelism
- Heightened profile of religion in society, post 9/11
- The question of social profile may be discussed with reference to class, gender, ethnicity and/or age
- Stark and Bainbridge on religion and compensators.
- Heelas on the New Age

In evaluation;

- Reference to data on decline in religious participation
- Berger's view that religious pluralism represents a dilution of belief
- Bruce's view that religious pluralism undermines the communal base of belief and his assertion that religious diversity is less about belief and more about its social importance.
- Postmodernist arguments about 'the spiritual shopper', Bauman on postmodernity and religion.
- Giddens on religion and high modernity.
- Problems of measurement
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that religion is an important influence 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 an important influence 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 an important influence 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 an important influence in the contemporary UK and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion is an important influence 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 an important influence in the contemporary UK. At this level there may be less range and some evidence may be unsubstantiated 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 an important influence 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 and contain inaccuracies.

1-3

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

0

No relevant interpretation and analysis

AO2b Evaluation (9 marks)**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 an important influence 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 an important influence 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 an important influence 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 an important influence in the contemporary UK.

0

No relevant evaluation.

OPTION 4: Youth and Culture

- 7 a) Identify and explain *two* ways in which gender may affect a pupil's experience of education. [15]

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

- Differences in subject choice
- Differential achievement
- Feminist research, e.g. on gender socialisation
- Traditional material from Spender etc
- Differences in school subcultural experiences
- Studies on masculinity e.g. Mac an Ghail
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)**13-15**

The candidate shows a range of knowledge and understanding of two ways in which gender may affect a pupil's experience of education. 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 gender may affect a pupil's experience of education 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 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.

5-8

The candidate displays some knowledge and understanding of two ways in which gender may affect a pupil's experience of education and of associated sociological ideas and concepts. Explanation will be more limited and examples given less pertinent or their relevance not clearly established. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which gender may affect a pupil's experience of education 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 pro and anti school subcultures are a response to the pupil's experience of education. [30]

There are a number of approaches to this question. Candidates may differentiate between pupils' responses in terms of gender, ethnicity and/or social class but the view should be located within the experience of education, with evaluation referring to other factors.

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

- Effect of school process like streaming, banding, setting, hidden curriculum
- Teacher-pupils relationships, labelling etc
- Influence of peer group
- Impact of vocationalism
- Institutional racism, sexism, classism in schools

In evaluation;

- Impact of factors such as ethnicity, social class, gender
- Influence of media, popular culture etc
- Influence of racism, sexism, classism in wider society
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that pro and anti school subcultures are a response to the pupils' experience of education. 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 pro and anti school subcultures are a response to the pupils' experience of education 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 pro and anti school subcultures are a response to the pupils' experience of education 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 pro and anti school subcultures are a response to the pupils' experience of education and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that pro and anti school subcultures are a response to the pupils' experience of education. 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 pro and anti school subcultures are a response to the pupils' experience of education. At this level there may be less range and some evidence may be unsubstantiated 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 pro and anti school subcultures are a response to the pupils' experience of education. More than one dimension to the arguments and evidence will be addressed for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that pro and anti school subcultures are a response to the pupils' experience of education.

0

No relevant interpretation and analysis

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that pro and anti school subcultures are a response to the pupils' experience of education. 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 pro and anti school subcultures are a response to the pupils' experience of education. 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 pro and anti school subcultures are a response to the pupils' experience of education. 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 pro and anti school subcultures are a response to the pupils' experience of education.

0

No relevant evaluation.

- 8 a) Identify and explain *two* reasons why young people may join gangs. [15]

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

- Status frustration
- Peer pressure
- Protection
- Acquisition of subcultural identity in the face of loss of other identities
- Relative deprivation
- Reference to class, gender and ethnic differences and motivations e.g. racism, marginalisation
- Post modern views on emotional reasons e.g. edgework
- Reaction against agents of social control
- Increased media profile as a result of amplification of deviance and moral panic
- Any other reasonable response.

AO1 Knowledge and Understanding (15 marks)

13-15

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

9-12

The Candidate displays knowledge and understanding of two reasons why young people may join gangs 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 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.

5-8

The candidate displays some knowledge and understanding of two reasons why young people may join gangs and of associated sociological ideas and concepts. Explanation will be more limited and examples given less pertinent or their relevance not clearly established. One reason fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a reason why young people may join gangs 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.

- 8 b) Outline and discuss the view that youth subcultures are influenced by social class. [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
- Problems of unemployment, immigration, loss of community, societal expectations
- Concepts such as resistance, opposition, status frustration etc
- Traditional material from Merton, Cohen etc

In evaluation;

- Alternative views from post modern perspective, role of media etc
- Functionalist arguments about the value of youth culture as a means of transition
- Significance of gender, ethnicity
- Any other reasonable response.

AO1 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that youth subcultures are influenced by social class. 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 youth subcultures are influenced by social class 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 youth subcultures are influenced by social class 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 youth subcultures are influenced by social class and /or of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that youth subcultures are influenced by social class. 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 youth subcultures are influenced by social class. At this level there may be less range and some evidence may be unsubstantiated 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 youth subcultures are influenced by social class. More than one dimension to the arguments and evidence will be addressed for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that youth subcultures are influenced by social class.

0

No relevant interpretation and analysis.

AO2b Evaluation (9 marks)**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that youth subcultures are influenced by social class. 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 youth subcultures are influenced by social class. 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 youth subcultures are influenced by social class. 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 youth subcultures are influenced by social class.

0

No relevant evaluation.

2534 Sociological Research Skills

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

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

ITEM A

The table below shows the percentage of young carers* providing different caring tasks in 1995 and 2003.

Caring task	Percentage	
	1995	2003
Domestic (household chores)	65	68
General Nursing-type care/help	61	48
Emotional support	25	82
Intimate support (eg washing and dressing)	23	21
Child care	11	11

Data from Young Carers in the UK: the 2004 report, Carers UK, 2004.

*Young carers are defined as people under the age of 18 who are providing unpaid care by looking after an ill, frail or disabled family member, friend or partner.

N.B. Figures do not add up to 100% since most carers are performing several caring tasks

ITEM B

You have been asked to consider a research design in terms of its reliability, validity, and representativeness. The research is about investigating the experiences of *young carers** with the aim of discovering how their lives can be improved. The design consists of:

- Selecting a volunteer sample by placing an advert on the website of the charity 'Carers UK' requesting young carers to share their experiences through unstructured interviews;
- Requesting the volunteers to participate in a face to face, unstructured interview about their experiences of caring;
- Conducting a separate on-line structured questionnaire through this website to gather quantitative statistical information on young carers lives;
- Analyzing secondary data collected for previous reports, which have investigated how the lives of young carers can be improved.

Questions

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

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

- Examples of methods which are deemed to generate quantitative data e.g. structured questionnaires
- Relationship with theory (e.g. positivism)
- Examples of sociological research which are associated with the concept e.g. crime statistics
- Advantages/disadvantages e.g. reliability/validity.

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

4-6

At the top of this band, responses display a range of knowledge and understanding of the concept 'quantitative data' and responses will directly address the question. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept. Typically responses may include material that confuses some aspects but there will be a sense of the core meaning of the term, e.g. numbers/statistics. There may be some errors of grammar, punctuation and spelling.

1-3

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

0

No relevant points.

- b) Using Item A, identify two main changes in the type of caring task carried out by young carers between 1995 and 2003. [8]

Allow the following two main differences:

- There has been an increase in the percentage of young carers who provide emotional support, from 25% in 1995 to 82% in 2003, over 3 times as many
- There has been a decrease in the percentage of carers who carry out general nursing type care help, from 61% in 1995 to 48% in 2003, a decrease of 13%.

AO2a Interpretation and Analysis (8 marks)

7-8

Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main changes between 1995 and 2003. Award full marks to responses that clearly identify the **two** points listed above.

Candidates who identify the two main changes and include the scale of change should be located at the top of this band. Candidates who identify two main changes but slightly lack clarity should be located at the bottom of this band.

5-6

Answers will show the ability to select and analyse the data in **Item A** in order to clearly identify **two** main changes. Interpretation may be comparative but descriptive in tone. The second change may be less clearly expressed.

3-4

Answers will display some ability to interpret the data in **Item A**. Responses in this band will identify only one main change without any accurate reference to a second. Alternatively candidates will identify the two main changes, but offer no statistical support. At the bottom of this band answers may begin to describe rather than interpret the data.

1-2

Answers will display a limited ability to interpret the data in **Item A**. Award 2 marks for the accurate identification of one main change. There will be a tendency to indiscriminately describe the data rather than answer the question.

0

No relevant points.

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

Strengths:

- Strengths of using a volunteer type sample
- Access issues: Strength of using “Carers UK” to access the target population; strengths of using the internet to carry out the survey
- Advantages (validity/reliability) of one of the methods (on-line structured questionnaires; unstructured interview; secondary data)
- The advantage of methodological pluralism
- Any other reasonable response.

Weaknesses:

- The representativeness of the sample (one charity; volunteer sample)
- Validity or reliability issues of one of the methods – structured questionnaires; unstructured interviews – secondary data
- Ethical issues (sensitive issue)/access issues (access via internet); ‘young’ people and issues of consent
- Any other reasonable response.

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

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

7-8

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

5-6

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

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

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

3-4

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

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

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

1-2

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

- identify one strength and one weakness without any explanation
- identify one strength or one weakness with partial explanation
- at the bottom of this band, answers will offer one strength or one weakness without any explanation.

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

0

No relevant points.

AO2a Interpretation and Analysis (8 marks)

- Ability to accurately interpret and analyse with reference to the context e.g. young carers
- Ability to show the effects of the strength and weakness on the aims of the research e.g. discovering how their lives can be improved

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* one of the features of the research design could be regarded as a strength/weakness in relation to the given context and the aims of the research. At the bottom of this band, answers will be less developed for either the strength or the weakness.

5-6

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

3-4

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

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

1-2

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

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

0

No relevant points.

- d) Outline and assess one sociological research method of collecting information from elderly people on why they decide to go into residential care homes, rather than remain in their own homes. [30]

The most appropriate methods for this research are:

- questionnaires
- interviews
- focus groups
- any other reasonable method.

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

- sample size/research population
- access to a sample
- sampling method
- response rates
- piloting
- operationalisation of key concepts
- ethical considerations
- the relationship between the researcher and those being researched.

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

- validity of the method
- reliability of the method
- representativeness and generalisability of the sample
- ethics.

AO1 Knowledge and Understanding (inc. Presentation and Communication) (18 marks)

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 e.g. the factors that influence an elderly person's decision to go into a care home. 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/ process. Candidates who display a sound technical knowledge of the research method and concepts but who do not contextualize their responses may be placed at the top of this band. Candidates who focus on the context of the research design in a detailed, confident and accurate way but do not explicitly focus on one method may also be placed in this band. At the bottom of this band, answers may be accurate but under developed. 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/ process. The hallmark of answers in this band will be generalized accounts of research methods with partial and/or confused reference to one or two concepts. At the bottom of this band, candidates are unlikely to make any accurate reference to the key concepts. At the top of this band key concepts may lack explanation. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

1-4

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

0

No relevant points.

AO2b Evaluation (12 marks)

Evaluative discussion is likely to focus on the following:

- strengths and weaknesses of the method and process
- evaluation in terms of the basic research concepts
- triangulation
- ethical issues.

10-12

Answers will evaluate a variety of the features of the chosen method and process in a sustained way. Responses at the top of this band will develop a sustained assessment of the research method and process in context. At the bottom of this band, responses may evaluate the research design in relation to the key research concepts but may lack contextualization. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.

7-9

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

4-6

Answers offer a basic evaluation 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 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.

2536 Power and Control

- 1 Outline and assess the role of the mass media in the social construction of crime and deviance. [60]

Expect to see a clear understanding of crime and deviance and theories such as Marxism, feminism, interactionism.

Issues will be discussed such as the significance of deviancy amplification, the impact of crime reporting on the fear of crime, the relationship between the mass media and the policing of communities, the significance of labelling, the nature of moral panics, the media and the identification of folk devils, the nature of the official statistics on crime.

Expect to see responses using concepts such as folk devils, moral panics, deviance amplification, labelling, scapegoats, stereotyping, ideological state apparatus, control, subcultures, community with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Hall; Becker; Cohen; Lemert; Cicourel; Young; Thornton; Gilroy.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the role of mass media in the social construction of crime and deviance. In this band candidates will present a balance, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the role of mass media in the social construction of crime and deviance. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

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

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of the role of mass media in the social construction of crime and deviance.

This may focus on the impact of labelling, the amplification of deviance, the nature of moral panics and folk devils, the relationship between the mass media and policing, the nature of the official statistics on crime, the impact of crime reporting on the fear of crime. Specific concepts and issues such as stereotyping, scapegoating, moral panics, folk devils, deviancy amplification, the measurement of crime, social exclusion, marginalisation, subcultures, labelling, ideological state apparatus may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the role of mass media in the social construction of crime and deviance. Responses in this band will either be narrowly focused on one issue e.g. deviancy amplification or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the role of mass media in the social construction of crime and deviance. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

Refers to, and makes a limited interpretation of, at least one appropriate point relevant to the role of mass media in the social construction of crime and deviance. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the limitations of labelling theory and other theories, the problematic nature of concepts such as moral panics, the validity and/or reliability of measurement of crime and/or deviance, the role of other agencies in the social construction of crime and deviance eg policing etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 2 Outline and assess sociological explanations of ethnic differences in patterns of crime and deviance. [60]

Expect to see a clear understanding of ethnic differences in patterns of crime and deviance and theories such as Marxism, new right, interactionism, left realism, right realism.

Issues will be discussed such as criminality as a form of political action, criminalisation and social control, police practices and social exclusion and marginalisation, resistance, subcultures, stereotyping of ethnic minorities.

Expect to see responses using concepts such as folk devils, moral panics, institutionalised racism, military policing, stereotyping, scapegoating, repressive state apparatus, sub-culture, marginalisation, relative deprivation, labelling, status frustration with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Hall; Gilroy; Lea and Young; Merton; Holdaway; CCCS; PSI; Murray.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to sociological explanations of ethnic differences in patterns 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

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to ethnic differences in patterns of crime and deviance. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to ethnic differences in patterns of crime and deviance. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about causes of crime with a lack of focus on ethnicity. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations of ethnic differences in patterns of crime and deviance.

This may focus on the impact of labelling, criminalisation and social statistics on crime, marginalisation and sub-cultures, blocked opportunities and relative deprivation, criminality and resistance, the significance of subcultures. Specific issues and concepts such as folk devils, moral panics, stereotyping, scapegoating, marginalisation, sub cultures, social exclusion, relative deprivation, resistance may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of ethnic differences in patterns of crime and deviance. Responses in this band will either be narrowly focused on one issue e.g. racism or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of ethnic differences in patterns of crime and deviance. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

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

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of different theories, definitions of, and the measurement of crime and deviance, whether black criminality is a myth, processes involved in the social construction of crime statistics etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about ethnic differences in patterns of crime and deviance. or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

5-8

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

1-4

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

0 marks

No relevant evaluative points.

3 Outline and assess functionalist explanations of the role of the education system. [60]

Expect to see a clear understanding of functionalist explanations of the role of the education system.

Issues will be discussed such as the selection function of education, the relationship between education and the economy, education and value consensus, the significance of role allocation, the impact of educational policy, the importance of vocationalisms, the significance of social solidarity.

Expect to see responses using concepts such as role allocation, vocationalism, selection, meritocracy, value consensus, curriculum, with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Durkheim; Parsons; Davis and Moore; Saunders; Bowles and Gintis; Bourdieu; Fletcher; Halsey; Tumin.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to functionalist explanations of the role of the education system.

In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to functionalist explanations of the role of the education system. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to functionalist explanations of the role of the education system. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about education policy. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide clear analysis of functionalist explanations of the role of the education system.

This may focus on the relationship between the education system and wider society e.g. the economy, the family. The significance of value consensus, role allocation, the importance of meritocracy and/or the significance of social solidarity may be the focus. Specific issues and concepts such as equal opportunities, role allocation, selection, curriculum, value consensus, vocationalism, meritocracy may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of functionalist explanations of the role of the education system. Responses in this band will either be narrowly focused on one issue e.g. role allocation or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of functionalist explanations of the role of the education system. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

Refers to, and makes a limited interpretation of, at least one point relevant to functionalist explanations of the role of the education system. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of functionalist theory by addressing alternative theories e.g. Marxism. Issues such as whether value consensus exists, the extent to which the education system is meritocratic, whether the selection function is effective, may be raised.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 4 Outline and assess interactionist explanations of differential educational achievement. [60]**

Expect to see a clear understanding of interactionism.

Issues will be discussed such as the labelling processes in schools, the nature of classroom interaction, the role of teachers, the impact of the classification of pupils, the significance of peer groups, the importance of stereotyping.

Expect to see responses using concepts such as labelling, stereotyping, anti-school culture, hidden curriculum, banding, streaming, setting, self-fulfilling prophecy with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Becker; Hargreaves; Ball; Rist; Cicourel and Kitsuse; Spencer; Gillborn; Sharpe and Green; Rosenthal and Jacobson; Keddie, Mac an Ghail.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to interactionist explanations of differential educational achievement.

In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to interactionist explanations of differential educational achievement. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to interactionist explanations of differential educational achievement. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about the history of education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of interactionist explanations of differential educational achievement.

This may focus on the nature and impact of labelling, studies of classroom interaction, the reaction to labelling, the classification of pupils, the significance of peer groups, the role of teachers. Specific concepts and issues such as stereotyping, labelling, self-fulfilling prophecy, anti-school culture, banding, streaming, setting, hidden curriculum may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of interactionist explanations of differential educational achievement. Responses in this band will either be narrowly focused on one issue eg labelling or offer a less developed analysis of a range of issues.

5-8

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

1-4

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

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

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

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 5 Outline and assess sociological explanations of social class differences in rates of morbidity and mortality. [60]**

Expect to see a clear understanding of social class differences in rates of morbidity and mortality and of explanations such as social constructionist, social selection, materialist/structuralist, cultural/behavioural, artefact.

Issues will be discussed such as social mobility and illness, behavioural habits e.g. diet, material and social circumstances, the effect of parenting, the use of health services, the measurement of morbidity and mortality, changes in the occupational structure.

Expect to see responses using concepts such as mortality, morbidity, culture of poverty, underclass, risk, cultural deprivation/deficit, socialisation, lifestyle with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Townsend; Marmot; Whitehead; Black report; Health Divide; Acheson; Williamson; Scambler, Meadows.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to sociological explanations of social class differences in rates of morbidity and mortality.

In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to social class differences in rates of morbidity and mortality. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant social class differences in rates of morbidity and mortality.

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to social class differences in rates of morbidity and mortality. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about the NHS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations of social class differences in rates of morbidity and mortality.

This may focus on a range of explanations such as structuralist/materialist, cultural/behavioural etc, the measurement of morbidity, behavioural habits related to diet, risk etc, changes in the occupational structure, the use of the health services. Specific concepts and issues such as mortality, morbidity, lifestyle, inverse care law, privatisation, artefact, social exclusion, poverty, deprivation, culture may be discussed. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of social class differences in rates of morbidity and mortality. Responses in this band will either be narrowly focused on one issue e.g. materialist/structuralist explanations or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of social class differences in rates of morbidity and mortality. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

Refers to, and makes a limited interpretation of, at least one point relevant to social class differences in rates of morbidity and mortality. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of different explanations, difficulties in measuring morbidity, inadequacies of any one explanation in isolation, material/structural factors in behavioural 'choices', the greater significance of other factors than social class e.g. gender, difficulties of measuring social class over time etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 6 Outline and assess sociological explanations of ethnic inequalities in health and illness. [60]**

Expect to see a clear understanding of theories of ethnic inequalities in health and illnesses and explanations such as Marxism, cultural/behavioural, social constructionist, materialist/structuralist.

Issues will be discussed such as cultural and material deprivation, poverty, the significance of racism, the use of the health service, the importance of behavioural habits, e.g. diet, the measurement of morbidity.

Expect to see responses using concepts such as morbidity, mortality, culture, institutional racism, stereotyping, labelling, medicalisation, social exclusion, deprivation with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Whitehead; Butler; Donovan; Mason; Bowler; Bhat; MIND; Cooper; Nettleton; Pearson.

AO1: Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to sociological explanations of ethnic inequalities in health and illness.

In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to ethnic inequalities in health and illness. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to ethnic inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. gender inequalities in health and illness. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations of ethnic inequalities in health and illness.

This may focus on a range of explanations such as structuralist/materialist, cultural/behavioural etc, the significance of racism, the use of the health service, the importance of culture, the significance of behavioural habits e.g. diet, the measurement of health and illness.

Specific concepts and issues such as morbidity, labelling, stereotyping, culture, institutional racism, social exclusion, poverty, deprivation may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of ethnic inequalities in health and illness. Responses in this band will either be narrowly focused on one issue e.g. institutional racism or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of ethnic inequalities in health and illness. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

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

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of different explanations, the difficulty of separating cultural from material factors, the measurement of health and illness, material/structural factors in behavioural 'choices' etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 7 Outline and assess sociological explanations of the role of fashion and music in the construction of identities. [60]**

Expect to see a clear understanding of the construction of identities and of explanations such as Marxism, feminism, postmodernism.

Issues will be discussed such as the nature of the social and personal identities and how they are influenced by cultural production and consumption, the changing nature of identities, the decline of the traditional basis for social identity e.g. social class, the construction and production of cultural forms, the significance of consumption.

Expect to see responses using concepts such as style, scene, resistance, autonomy, hegemony, discourse, subculture, de-centering, ideology, identity with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: McRobbie; Mason; Rojek; Gilroy; Johal; Hebdige; Jenkins; Miller; Willis; Frith.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to sociological explanations of the role of fashion and music in 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

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the role of fashion and music in 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

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the role of fashion and music in 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 fashion and music with a lack of focus on identity. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations of the role of fashion and music in the construction of identities.

This may focus on different theoretical explanations of the source of social and personal identity, the significance of resistance, the changing nature of identities, the importance of consumption. Specific concepts and issues such as social identities, personal identities, taste, style, scene resistance, sub culture, hegemony may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the role of fashion and music in the construction of identities. Responses in this band will either be narrowly focused on one issue e.g. consumption and identity formation or offer a less developed analysis of a range of issues.

5-8

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

1-4

Refers to, and makes a limited interpretation of, at least one point relevant to the role of fashion and music in the construction of identities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2(b) Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the definition of identity, whether identity is simply individual choice or whether class, gender and ethnicity are significant, whether consumption is more important than production, whether resistance to consumer culture is possible etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

8 Outline and assess postmodernist views on the importance of popular culture. [60]

Expect to see a clear understanding of popular culture and postmodern theory. Issues will be discussed such as the changing nature of popular culture, differences between popular culture and other forms of culture e.g. high culture, sources of identity, the characteristics of modernism and postmodernism, the impact of globalisation

Expect to see responses using concepts such as differentiation, globalisation, style, scene, consumption, resistance, popular culture, mass culture, hegemony, consciousness metanarratives, commodification, identity with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Crook; Pakulski and Waters; Strinati; Bauman; McRobbie; Baudrillard; Hall; Bradley; Jenkins; Willis.

AO1 Knowledge and Understanding [28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to postmodernist views on the importance of popular culture.

In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to postmodernist views on the importance of popular culture. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

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

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of postmodernist views on the importance of popular culture.

This may focus on the change from modern to post modern societies, the characteristics of post modernity, the distinction between popular culture and other forms of culture, the nature of identity, the significance of globalisation. Specific concepts and issues such as popular culture, high culture, folk culture, mass culture, consciousness, identity, scene, sub culture, globalisation, consumption, culture, industries, commodification may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of postmodernist views on the importance of popular culture. Responses in this band will either be narrowly focused on one issue e.g. popular culture and identities or offer a less developed analysis of a range of issues.

5-8

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

1-4

Refers to, and makes a limited interpretation of, at least one point relevant to postmodernist views on the importance of popular culture. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning inadequacies of post modernist accounts, the difficulties in distinguishing between modernity and post modernity, conflicting trends in globalisation, the continued significance of other forms of culture, critiques of post modernist views from other perspectives e.g. Marxism etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

9 Outline and assess social democratic approaches to welfare policy. [60]

Expect to see a clear understanding of social democratic theory.

Issues will be discussed such as the history and nature of social democratic approaches to the welfare state, selective and universal provision, collectivism and individualism, social justice, changes in welfare provision, the relationship between the state, private and voluntary sectors, ideologies of welfare, the significance of the economic context.

Expect to see responses using concepts such as collectivism, individualism, citizenship, welfare pluralism, market liberalism, universal and selective provision, dependency culture, rights, responsibilities, social justice, social exclusion with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Blakemore; Beveridge; Hutton; Le Grand; Marshall; Keynes; Titmuss; Townsend; Ginsberg; Land; Barret; Friedman.

AO1 Knowledge and Understanding [28 marks]**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to social democratic approaches to welfare policy.

In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to social democratic approaches to welfare policy. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to social democratic approaches to welfare policy. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. a general discussion about the history of welfare. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16 marks**

Selects and organises relevant material to provide a clear analysis of social democratic approaches to welfare policy.

This may focus on the origin of social democratic theory, ideology and the welfare state, selective and universal provision, the consequences of state intervention, social problems and welfare, the relationship between state, private and voluntary sectors, social justice. Specific concepts and issues such as collectivism, individualism, selective provision, universal provision, market liberalism, social exclusion, poverty, re-distribution, rights, responsibilities may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of social democratic approaches to welfare policy. Responses in this band will either be narrowly focused on one issue e.g. collectivism and universal provision or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of social democratic approaches to welfare policy. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

Refers to, and makes a limited interpretation of, at least one point relevant to social democratic approaches to welfare policy. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2b Evaluation [0-16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the contradictory nature of welfare provision, critiques of social democratic approaches from other perspectives e.g. Marxism, Feminism, the ideological basis of social democratic theory the limitations of state intervention, problems with universal provision etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 10 Outline and assess the view that the welfare state operates as a form of social control. [60]**

Expect to see a clear understanding of theories such as Marxism, feminism, Social Democratic.

Issues will be discussed such as the role of welfare in the discipline and control of particular social groups, the nature of social security, the patriarchal nature of the welfare state, the organisation of welfare provision, the role of the welfare professions, the impact of institutional care.

Expect to see responses using concepts such as patriarchy, underclass, responsibilities, rights, ideology, citizenship, social exclusion, institutionalisation, selective and universal provision, welfare to work with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Goffman; Becker; Oakley; Miliband; Offe; Barret; Ginsberg; Gough; Szasz; Foucault.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the view that the welfare state operates as 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

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 operates as 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

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the welfare state operates as a form of social control. Responses in this band are likely to provide a basic account of the welfare state as an instrument of social control explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the welfare state operates as a form of social control. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of the welfare state which lacks focus on the issue of control. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of the view that the welfare state operates as a form of social control.

This may focus on how specific welfare provision controls behaviour e.g. benefits relating to unemployment, the relative significance of rights and responsibilities, the development of a welfare bureaucracy, the role of institutionalism, the patriarchal nature of the welfare state, selective provision, the definition of social problems. Specific concepts and issues such as ideology, control, discipline, institutionalisation, social exclusion, underclass, rights and responsibilities, active welfare may be discussed. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state operates as a form of social control. Responses in this band will either be narrowly focused on one issue e.g. discipline and control of particular social groups or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the view that the welfare state operates as 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

Refers to, and makes a limited interpretation of, at least one point relevant to the view that the welfare state operates as a form of social control. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the contradictory nature of welfare policies and provision, critiques of different perspectives, the lack of empirical evidence for the welfare state as a means of control, the significance of other agencies as controlling influences e.g. mass media etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that the welfare state operates as 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

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

1-4

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

0

No relevant evaluative points.

- 11 **Outline and assess sociological explanations for the emergence of global social movements.** [60]

Expect to see a clear understanding of the concept of global social movements and theories such as Marxism, postmodernism, feminism, globalisation.

Issues will be discussed such as the impact of globalisation, economic and political relationships, the significance of global mass culture, the distinction between old social movements and new social movements, changes in the social, political and economic context, the significance of identity, the impact of globalisation on culture. There may be a focus on particular global social movements.

Expect to see responses using concepts such as old social movements, new social movements, globalisation, identity, culture, resistance, ideology, legitimacy, direct action with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Klein; Sklai; Callinicos; Held; Hallsworth; Scott; Touraine; Marcuse.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to sociological explanations for the emergence of global social 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

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the emergence of global social 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

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the emergence of global social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about political action. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of sociological explanations for the emergence of global social movements.

This may focus on the distinction between old social movements and new social movements, theories relating to globalisation, the changing social, political and economic context, the impact of globalisation on culture, particular examples of global social movements, the role of communication technologies. Specific concepts and issues such as the global village, globalisation, anti-capitalism, culture, identity, resistance, direct action may be discussed.

Responses in this band will clearly address the question.

9-12

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

5-8

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

1-4

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

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of particular theories of globalisation, whether global social movements have widespread support and/or influence, whether old social movements and new social movements differ significantly, the contradictory effects of globalisation etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

- 12 **Outline and assess the view that new social movements have grown as a result of the unequal distribution of power in society.** [60]

Expect to see a clear understanding of the concept of new social movements and theories such as Marxism, post- modernism, feminism.

Issues will be discussed such as the nature of power in society, explanations for the growth of new social movements, the nature of the marginalised and less powerful groups in society, the changing social, political and economic context, the impact of globalisation, the significance of identity. There may be focus on particular examples of new social movement.

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

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Klein; Hallsworth; Crook; Marcuse; Touraine; Scott; Beck; Callinicos.

AO1 Knowledge and Understanding [28 marks]

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the view that new social movements have grown as a result of the unequal distribution of power in society.

In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question.

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

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the view that new social movements have grown as a result of the unequal distribution of power in society. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

8-14

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that new social movements have grown as a result of the unequal distribution of power in society. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about new social movements with a lack of focus on the issue of power.

0

No relevant sociological points.

AO2a Interpretation and Analysis [16 marks]**13-16**

Selects and organises relevant material to provide a clear analysis of the view that new social movements have grown as a result of the unequal distribution of power in society.

This may focus on the nature of power in society, the characteristics of less powerful groups in society, the impact of globalisation, the changing political and economic context, case studies of particular new social movements, the distinction between old social movements and new social movements, the membership of and/or support for new social movements. Specific concepts and issues such as marginalisation, social exclusion, globalisation, power, direct action, identity, new social movements, old social movements, inequality may be discussed.

Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the view that new social movements have grown as a result of the unequal distribution of power in society. Responses in this band will either be narrowly focused on one issue e.g. marginalisation and social exclusion related to the growth of new social movements.

5-8

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

1-4

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

0

No relevant sociological points.

AO2b Evaluation [16 marks]**13-16**

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacies of particular theories, whether old social movements and new social movements differ significantly, whether new social movements have grown for other reasons than the unequal distribution of power, whether power can be measured, whether new social movements represent the less powerful in society, whether new social movements are significant etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

2537 Applied Sociological Research Skills

- a) Using only Item A, identify two advantages of using unstructured interviews to research the labour market prospects of Pakistani and Bangladeshi women. [6]

Reward answers which refer to any two of:

- i) They could build a rapport with the women.
- ii) They could obtain in-depth understanding of any changes in the labour market position of women across generations.
- iii) They could explore details of the lives and work experiences of the women.
- iv) Any other reasonable response from Item A.

AO2 Interpretation and Analysis [6 marks]

4-6

The candidate shows the ability to select and analyse two advantages of using unstructured interviews to research the labour market prospects of Pakistani and Bangladeshi women.

At the top of this level both advantages will be clearly selected and explained in relation to unstructured interviews. Reference is likely to be made to validity.

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

1-3

The candidate displays some ability to select and analyse two advantages of using unstructured interviews to research the labour market prospects of Pakistani and Bangladeshi women.

At the top of this level, the candidate will display some ability to select and analyse one/two advantages of using unstructured interviews to research the labour market prospects of Pakistani and Bangladeshi women. Responses will either offer one advantage with an explanation or two advantages and one will be partial.

At the bottom of this band answers will be limited. Only one advantage may be offered with a partial explanation or two advantages identified in a partial way that is they are likely to be confused or expressed in an unclear manner.

0

No relevant sociological points (NRSP).

*NB: Candidates who introduce reasons from outside the item should **not** be rewarded for this material.*

- (b) Identify and explain one strength and one weakness of using official statistics to investigate the extent of poverty amongst minority ethnic women. [8]

Strengths

- Easily accessible
- Can collect quantitative data
- Can repeat/reliability
- Can identify patterns and trends
- Representativeness due to being large scale
- Any other reasonable response.

Weaknesses

- Ignores subjective feelings r.e. poverty.
- Invalid – explanation.
- Bias – government / politically influenced
- Definition of poverty
- Unreliable – changes to recording and / or definition.
- Unrepresentative – illegal immigrants.
- Any other reasonable response.

AO1 Knowledge and Understanding [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 extent of poverty and at the top end may also refer to minority ethnic women. Responses will accurately address relevant key concepts. There will be few if any errors of grammar, punctuation or spelling.

5-6

The candidate displays knowledge and understanding of one strength and one weakness of using official statistics to investigate the extent of poverty, one may be explained more clearly than the other. The candidate presents material so that it addresses the context.

There may be occasional errors of grammar, punctuation or spelling

3-4

The candidate displays basic knowledge and understanding of one strength and one weakness of using official statistics to investigate the extent of poverty. Candidates who fail to address the context of the extent of poverty will not achieve beyond this band. Candidates who present only one advantage should not be rewarded above this level.

1-2

The candidate will display limited knowledge and understanding of one strength and one weakness of using official statistics. The response is likely to be of only marginal relevance to the extent of poverty.

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

- c) Summarise the findings of the research in Item A. [10]

Candidates may include the following:

- Older women who were born in the UK and who have limited English found it difficult to gain employment. (supported by statistical data for Bangladeshi / Pakistani women from the Labour Force Survey).
- Younger women especially those who had been educated in the UK found it less difficult to obtain employment. (contradicted by statistical data from the Labour Force Survey.)
- All women with dependent children found it difficult to find employment. (supported by statistical data from the Labour Force Survey.)
- Those with same skill levels as their white peers found it more difficult than their white peers to find employment. (supported by statistical data from the Labour Force Survey)
- Some evidence they were treated differently because of their ethnic background. (supported by statistical data from the Labour Force Survey.)
- Many of the women had family responsibilities. High rates of Bangladeshi / Pakistani women not in labour force / economically inactive.
- Comparisons made between White / Chinese / Indian / Black Caribbean women as similar but very different from Bangladeshi / Pakistani women.
- Any accurate statistical finding from the Labour Force Survey

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

Points should be supported by accurate references to the textual material and/or the statistical data.

AO2a Interpretation and Analysis [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 material from the text and statistics from the table.

6-7

The candidate will show the ability to select from and analyse a range of the findings identified in Item A. Responses will be partially supported by reference to accurate material and statistics.

4-5

The candidate shows basic ability to select and analyse a range of the findings identified in Item A. These answers are likely to be list-like. Answers may describe the data rather than analysing it. Some answers may focus on one type of data but in a detailed way. Candidates who consistently make assumptions about the data should be placed in this level.

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 one/two 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 **qualitative data** to find out whether year eleven students in the schools in this ethnically diverse town feel they are receiving good advice on the options open to them after their GCSEs. [14]

Candidates are likely to focus on:

1 The research process

- Background research
- Aims/research question
- Target population/sampling frame/sampling technique/sample size
- Theoretical considerations
- Pilot study
- Access
- Operationalisation of concepts (young people and ethnically diverse, good advice on the options post GCSE)
- Method/s of collecting qualitative data (semi-structured/unstructured interviews, focus group interviews, case studies, observation – participant or non-participant, questionnaires using open ended questions.)
- Ethical concerns
- Relevant key concepts: validity / reliability / representativeness / generalisability
- Any other relevant point.

NB. Allow a degree of flexibility in terms of definitions and types of questionnaires and interviews.

2 The research context

- Year 11 students
- An ethnically diverse town
- Quality of careers advice.

AO1 Knowledge and Understanding [6 marks]

4-6

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

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

The candidate will present material in a way that directly answers the question. There will be few if any errors of grammar, punctuation or spelling.

1-3

The candidate will display basic knowledge and understanding of selected elements of the research process.

Candidates may use inappropriate methods such as closed question questionnaires or postal questionnaires.

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

At the bottom of this level the research 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 [8 marks]**7-8**

The candidate will show the ability to explain and justify their choice of the research process with reference to the research context. 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.

5-6

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

3-4

The candidate will show basic ability to explain and justify some elements of the research process. Some candidates may focus only on the methods. Responses which address issues of reliability, validity, representativeness and/or generalisability in an implicit and / or partial and/or confused way are likely to be in this level.

1-2

The candidate will display limited ability to explain and justify 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 closed question questionnaires or postal questionnaires.

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

8-10

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

At the top of this level candidates will address the research context. There may be occasional errors of grammar, punctuation or spelling.

5-7

The candidate will demonstrate basic knowledge and understanding of the potential weaknesses of the research process. Responses 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 or superficially address the research context. Candidates who do not address the research context at all will not be awarded above this mark band

1-4

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

0

No relevant sociological points (NRSP).

AO2b Evaluation [8 marks]

7-8

The candidate will show the ability to evaluate the research and offer a range of sociological solutions to the weaknesses identified. These will clearly address the research context. Relevant key research concepts such as reliability 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 such as reliability, validity, representativeness, generalisability and ethics will be addressed though it may be implicit.

3-4

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

1-2

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

0

No relevant sociological points (NRSP).

2539 Social Inequality and Difference

- 1 a) Using Item A identify the two consumer goods/services showing the largest % difference in access between the high and low income groups. [6]

Award one mark for the identification of the consumer good/service showing greatest differences, and up to two marks for the use of evidence (%) from item A to support each. Each consumer good/service is worth a maximum of 3 marks.

The two are:

- Internet access, with 10% of lower income groups compared with 80% of higher income groups. Alternatively a proportional difference of 1:8.
- Home computer with 15% of lower income groups compared to 85% of higher income groups. Alternatively a proportional difference of 1:5.

AO2a Interpretation and Analysis (6 marks)

4-6

Shows the ability to select and analyse data referring to access to consumer good/services from Item A. The data will be taken from item A, and there will be the use of evidence to support both trends.

1-3

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

0 marks

No relevant sociological points.

- (b) Using Item B, identify two criteria parents use when deciding to buy children particular consumer items. [6]

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

The criteria are:

- value for money
- educational purpose/value
- use value
- depending how badly the child wanted the item.

AO2a Interpretation and Analysis

4-6

Shows the ability to select and analyse two criteria parents use. The two criteria 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 criteria parents use. The criteria will be taken from item B, and there is likely to be some use of evidence used in support.

0 marks

No relevant sociological points.

- c) Briefly explain one advantage and one disadvantage of using participant observation in shops to research the reasons why parents buy their children particular consumer items. [12]

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

Advantages include:

- validity
- ecological validity
- access via shops
- ability to be covert
- avoidance of researcher/interviewer effect

Disadvantages:

- low reliability
- low generalisability
- recording the data
- ethical concerns if covert
- can you observe a reasoning process?
- researcher imposition
- low sample size
- time consuming/expensive

AO2a Interpretation and Analysis (12 marks)

10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using participant observation to research the reasons why parents buy their children particular consumer goods.

In this band the points selected will be clearly relevant to research on participant observation for parent/child interactions and/or reasoning processes.

7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage of using participant observation to research the reasons why parents buy their children particular consumer goods.

In this band the points selected are likely to be generalised and not related directly to the research context. Responses in this band may be unbalanced or there may be a list of a number of points left undeveloped.

4-6

Selects some relevant material to provide some analysis of the methodological issues of using participant observation to research the reasons why parents buy their children particular consumer goods.

Responses in this band may select and analyse one issue and relate it to the research context, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to the methodological issues of using participant observation to research the reasons why parents buy their children particular consumer goods. 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 there is limited equality of opportunity in the contemporary UK. [22]

Indicative content (other valid points may be offered).

Knowledge may be drawn from any part of the specification in order to illustrate evidence that there is limited equality of opportunity in the contemporary UK. Topics such as gender, class, ethnicity, health, welfare, media, education and workplace are likely to appear in answers. An array of concepts are likely to appear, such as; income, wealth, cultural, social and economic capital, reserve army of labour, segregated workplaces, life chances, market and work situation, poverty, welfare dependency, glass ceiling, social closure, old boy/girl networks, work rich/work poor. The crucial issue to emphasise is the range of issues/areas in the contemporary UK which illustrates that equality of opportunity is limited. Evidence from CPAG, Low Pay Unit, CRE, EOC may appear.

AO1 Knowledge and Understanding (22 marks)

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to limited equality of opportunity in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and/or theories covered in detail. Responses in this band will focus explicitly on the concept of equality of opportunity. There will be a clear emphasis on a range of issues 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 limited equality of opportunity/inequalities 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 issues in depth or a broad range of groups with a lack of evidence. Responses may focus on inequality and neglect the concept of equality of opportunity. 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 limited equality of opportunity/inequalities in the contemporary UK. 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 marks

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to limited equality of opportunity/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 evaluate sociological explanations of the changing class structure in the UK. [44]

Indicative content (other valid points may be offered)

Expect to see references to a range of theoretical evidence related to sociological explanations of the changing class structure covered in some depth in the top band. There should be clear understanding of different theoretical approaches to class structural change, the actual theories covered are less important than the illustration of different approaches. Theories such as Marxism, Weberianism, functionalism and postmodernism are most likely to appear. Concepts such as exploitation, oppression, legitimation, contradictory class locations, fragmentation, deskilling, reskilling, embourgeoisement, proletarianisation, exclusion, underclass and marginalisation are likely to appear. The crucial issue to focus on is the nature of the structural change. Expect to see theory and empirical evidence in top band answers looking at writers such as Marx, Wright, Weber, Goldthorpe, Giddens.

AO1 Knowledge and Understanding [20 marks]

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of changing class structure. 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 theoretical approaches and writers in this band. Theoretical divisions will be made clear in 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.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of changing class structure. Answers in this band will contain an awareness that sociologists disagree about the explanations of structural class change(s), but may not have made the theoretical differences explicit. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as the extent of the blurring of the class divide in the UK, or 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 sociological explanations of changing class structure. Answers in this band are likely to be generalised accounts of social class differences showing no understanding of theoretical divisions. Answers will contain some knowledge of class 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 sociological explanations of changing class structure. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

AO2b Evaluation [24 marks]

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

Some points of possible evaluation

Sociologists disagree in their explanations of structural class change and this is likely to provide the opportunity for clear evaluative skills. They disagree about the existence, extent and cause/s of it. Top band responses are likely to discuss a range of theoretical approaches making it clear how and why they differ in their explanations. The Marxist primarily economic case may be contrasted with Weberian status arguments. Juxtaposed answers will offer the different views but do little with them in terms of matching them against ideas which differ. Concepts such as economic determinism, status, social closure may appear.

18-24

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

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of the changing class structure. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. At the top of this band there will be an awareness of the debate within or between different theoretical positions but this will be underdeveloped.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological 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. that the Marxists have been accused of being one dimensional. Answers at the bottom of this band will show a more than simple understanding of evaluative points.

1-5

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

0

No relevant evaluative points.

- 2 a) Using Item A identify two beliefs about poverty that show a difference between men and women. [6]

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

Any two of the following:

- Believe poverty in the UK has increased in the last 10 years, 40% of men compared to 48% of women.
- Believe poverty in the UK will increase in the next 10 years, 35% men compared to 44% women.
- Believe poverty is the result of injustice in society, 26% of men compared to 36% of women.

AO2a Interpretation and Analysis (6 marks)

4-6

Shows the ability to select and analyse data referring to beliefs about poverty from item A. The data will be taken from item A, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse data referring to beliefs about poverty from item A. The data will be taken from item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

- b) Using Item B, identify and explain two reasons why Amy may feel excluded or different in society. [6]

Award one mark for the identification of a reason why Amy may feel excluded or different in society, and up to two marks for the use of evidence from the item to support each reason. Each is worth a maximum of 3 marks. Candidates who quote from the item directly without using their own words to interpret should be awarded 2 marks for each.

The reasons are:

- Amy has taken on lots of responsibility within her family
- Her inability to participate in social events
- Feeling left out because of not having the 'right clothes'
- Finding it difficult to keep pace with her friends
- She realises that her family live in poverty/rely on benefits making them different to other families.

AO2a Interpretation and Analysis (6 marks)

4-6

Shows the ability to select and analyse two reasons why Amy may feel excluded and/or different in society. 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 Amy may feel excluded and/or different in society. The reason/s 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 structured questionnaires when researching experiences of poverty in the contemporary UK. [12]

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

Advantages include:

- reliability
- quantitative data
- cause/effect/correlations
- potential for generalisability
- large sample size
- breadth of experiences could be researched
- use of technology, coding and quantification
- anonymity
- postal questionnaires increase potential sample size
- online questionnaires and potential sample size.

Disadvantages:

- lack of validity
- lack of respondent validation
- no face to face contact
- lack of follow up
- no rapport
- lack of rich qualitative data
- low response rate

AO2a Interpretation and Analysis (12 marks)

10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using structured questionnaires when researching experiences of poverty in the contemporary UK. In this band the difficulties selected will be clearly relevant to research on experiences of poverty in the UK.

7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage of using structured questionnaires when researching experiences of poverty in the contemporary UK. In this band the points selected are likely to be generalised and not related directly to poverty in the UK. Responses in this band may be unbalanced or there may be a list of a number of difficulties left undeveloped.

4-6

Selects some relevant material to provide some analysis of methodological issues of using structured questionnaires when researching experiences of poverty in the contemporary UK. Responses in this band may select and analyse one issue and relate it to research on poverty in the UK, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to methodological issues of using structured questionnaires when researching experiences of poverty in the contemporary UK. There is likely to be inaccuracy or very brief answers.

0 marks

No relevant sociological points.

- d) Using your wider sociological knowledge outline the evidence that some social groups are more disadvantaged than others in the contemporary UK. [22]

Indicative content (other valid points may be offered).

Social groups likely to appear are: underclass, some minority ethnic groups, working classes, young, elderly, disenfranchised, homeless. Topics such as education, welfare, employment, political representation, crime could all be used. Concepts such as; exclusion, cycles of deprivation, reserve army, dual labour markets, situational constraints, Black Magic Roundabout may appear. Economic, social and cultural capital arguments may be offered to illustrate different forms of marginalisation. The key issue to emphasise is the range of social groups and the range of issues which may show that some groups are more disadvantaged than others in the contemporary UK.

AO1 Knowledge and Understanding (22 marks)

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to some social groups being more disadvantaged than others 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 a range of groups at the top of this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide ranging *or* detailed knowledge and understanding of concepts, evidence and/or theories related to some social groups being more disadvantaged than others 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 groups in depth or a broad range of groups with a lack of evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to some social groups being more disadvantaged than others in the contemporary UK. 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 groups being more disadvantaged than others 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 evaluate sociological explanations of the existence of an underclass in the contemporary UK.** [44]

Indicative content (other valid points may be offered).

Expect to see references to a range of theoretical evidence related to sociological explanations of the underclass covered in some depth in the top band. There should be cultural and structural approaches considered, as well as explanations which question whether an underclass exists. Concepts such as lumpen proletariat, marginalisation, structural and cultural explanations, multiple deprivation, social exclusion, stigma may appear. Expect to see theory and empirical evidence in top band answers looking at writers such as Murray, Giddens, Runciman Field, Dahrendorf, Dean, Rex and Tomlinson.

AO1 Knowledge and Understanding [20 marks]

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of the underclass 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 theoretical approaches and writers in 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.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related sociological explanations of the underclass in the contemporary UK. Answers in this band will contain an awareness that sociologists disagree about the explanations of the underclass, but may not have made the structural/cultural distinction clearly. Answers will have depth or breadth to them, dealing with a narrow range of points in some depth, such as the extent of social exclusion in the UK, 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 sociological explanations of the underclass in the contemporary UK. Answers in this band are likely to be generalised accounts of poverty showing no understanding of the structural/cultural distinction. Answers will contain some knowledge of deprivation 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 sociological explanations of the underclass 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 marks

No relevant sociological knowledge or understanding.

AO2b Evaluation [24 marks]

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

Some points of possible evaluation.

Sociologists disagree in their explanations of underclass and this is likely to provide the opportunity for clear evaluative skills. They disagree about the existence, extent and cause/s of it. Top band responses are likely to discuss the potentially stigmatising effect of the term. The Marxist case for the lumpen proletariat being different to the more conventional views of the underclass may be clearly stated. There may be a discussion regarding the stigmatisation the concept may bring to some groups. Juxtaposed answers will offer the different views but to little with them in terms of matching them against ideas which differ. Sociologists such as Deakin, Heath, Alcock, Craine, Gallie and Blackman may appear.

18-24

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

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of the underclass in the contemporary UK. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. At the top of this band there will be an awareness of the debate within or between different theoretical positions but this will be undeveloped.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of the underclass in the contemporary UK. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, e.g. that the Marxists have a different explanation of the underclass. Answers at the bottom of this band will show a more than simple understanding of evaluative points.

1-5

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

0

No relevant evaluative points.

Grade Thresholds

Advanced GCE Sociology (3878/7878)
June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2532	Raw	60	40	36	32	29	26	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	65	58	51	44	38	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	45	41	37	34	31	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	28	24	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	41	37	33	29	26	0
	UMS	90	72	63	54	45	36	0
2538	Raw	60	48	43	38	33	28	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	67	60	54	48	42	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie 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	18.0	37.4	59.0	77.7	90.5	100	7580
7878	17.1	40.9	67.9	89.2	98	100	5051

12631 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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