

Sociology

Advanced GCE **A2 7878**

Advanced Subsidiary GCE **AS 3878**

Mark Scheme for the Units

January 2009

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CONTENTS

Advanced GCE Sociology (7878)

Advanced Subsidiary GCE Sociology (3878)

MARK SCHEMES FOR THE UNITS

Unit/Content	Page
2532 The Individual and Society	1
2533 Culture and Socialisation	15
2534 Sociological Research Skills	47
2536 Power and Control	53
2537 Applied Sociological Research Skills	77
2539 Social Inequality and Difference	83
Grade Thresholds	96

2532 The Individual and Society

- 1 (a) Using item A, identify and briefly explain two ways in which girls learn their adult roles. [8 marks]

A02a: Interpretation and Analysis

Indicative Content:

Reference may be made to the following:

- Practicing activities related to adult gender roles
- Playing games based on occupational/domestic roles
- Experimenting with applying make-up
- Role-playing/acting out stereotyped female roles
- Differential participation in household duties.

7-8

The candidate will correctly select and analyse two ways from item A. Award 8 marks to responses that identify and fully explain two ways. Award 7 marks to responses that identify two ways, fully explain one and partially explain the other. Answers will show the ability to select from and analyse different kinds of material.

5-6

The candidate will correctly select and interpret two ways from item A. Award 6 marks to answers that identify two ways, and explain both partially, or explain one fully and leave the other without explanation. Award 5 marks to responses that identify two ways, explain one partially, and leave the other without an explanation. Answers will show the ability to select and analyse different kinds of data.

3-4

Answers will show some ability to interpret different types of data. Award 4 marks to responses that identify two ways but leave them both without an explanation, or to responses that identify one way and explain it fully. Award 3 marks to responses that identify one way and offer a partial explanation of it.

1-2

The candidate will correctly select one way.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two features of traditional masculine identity.

[8 marks]

A01: Knowledge and Understanding

Indicative Content:

Reference may be made to physical strength, dominance, task orientation, aggression, assertiveness, independence, competitiveness, heterosexuality, breadwinner, provider, impregnator, or any other reasonable response.

7-8

The candidate will correctly identify two different features of traditional masculine identity. Award 8 marks to responses that identify and explain two different features of traditional masculine identity. 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 of traditional masculine identity identified, supported by a range of knowledge and understanding of the concept of masculinity. There will be few, if any errors of grammar, punctuation or spelling.

5-6

The candidate will correctly identify two different features of traditional masculine identity. 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 show knowledge and understanding of the concept of masculinity. The candidate will present material in a manner that addresses the question. There may be occasional errors of grammar, punctuation or spelling.

3-4

Award 4 marks to candidates who identify two different features of traditional masculine identity but offer no explanation of either, or to candidates who identify one characteristic and explain it fully. Award 3 marks to candidates who identify one feature and offer a partial explanation of it. Answers will show some knowledge and understanding of the concept of masculinity. The candidate will present material that partially addresses the question.

1-2

The candidate will correctly identify one feature of traditional masculine identity but leave this completely unexplained; therefore showing only limited understanding of the concept of masculinity. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (c) Outline and briefly evaluate two ways in which education may influence gender identity. [18 marks]

A01: Knowledge and Understanding (10 marks)

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

Reference may be made to aspects of gender socialisation and/or education. There may be reference to learning styles (boys - 'cool to be a fool'), labelling by teachers, peer group pressure, subject choices, academic achievement, etc.

Concepts - such as:

Appearance, cult of femininity, feminisation of masculinity, hegemonic masculinity, hidden curriculum, gender stereotypes, verbal appellations, etc.

Studies - such as:

Billington, Jackson, Lees, Mac and Ghail, Murphy and Elwood, Oakley, Reynold, Sharpe, Skelton, Willis, etc.

Theories - such as: feminism, Marxism, interactionism, etc.

Contemporary Examples: These should be rewarded.

8-10

The candidate will show a range of knowledge and understanding of two ways in which education may influence gender identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of both genders but not necessarily equally, and different ways in which they are influenced by education, and stronger answers may display awareness of changing gender identities. The candidate is likely to refer to examples/studies. 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 education may influence gender identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may refer to one or both genders and is likely to display knowledge of different influences, although 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 education may influence gender identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may refer to one or both genders and may focus on one way in which education affects gender, explaining this well to reach the top of the band. Answers that state two ways may 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 education can influence gender identity. The material may be of marginal relevance to the question and may be based on common sense assumption and assertion. Errors of grammar, punctuation or spelling may be noticeable and obtrusive.

0

No relevant sociological knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to outline and engage with two ways in which education may influence gender identity. To locate at the top of the band candidates should select and analyse data relevant to the process and the concept that gendered behaviour may be acquired. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

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

0

No relevant interpretation or analysis.

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

The candidate at the top of this band will clearly and explicitly evaluate ways in which education may influence gender identity. This may include commentary on the different explanations offered by sociologists and may display awareness of 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 education may influence gender identity, making the evaluation basic. At the bottom of the band evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that there is a range of gender identities in the contemporary UK. [26 marks]

A01: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Candidates should consider the range of gender identities which individuals adopt in the contemporary UK. Both masculine and feminine identities should be discussed, as well as generational differences and the changing relationship between gender identities in the contemporary UK.

Concepts - such as:

Primary and secondary socialisation, anticipatory socialisation, occupational socialisation, hidden curriculum, internalisation, social control, sanctions, role, role models, role conflict, social change, freedom's children, genderquake, crisis of masculinity, new masculinities, lads, ladettes, etc.

Studies - such as:

Abbott, Connell, Mac and Ghail, Mort, Nixon, Oakley, Reynold, Sharpe, Skelton, Whannel, Wilkinson, etc.

Theories - such as: functionalism, Marxism, feminism, interactionism, postmodernism.

Contemporary Examples These should be rewarded.

11-14

The candidate will display a range of knowledge and understanding of a range of gender identities in the contemporary UK, and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, which will focus on contemporary gender identities. At the top of the band there will be clear knowledge and understanding of a variety of gender identities in the contemporary UK, and of the changing relationship between masculine and feminine gender identities. 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 a range of gender identities in the contemporary UK, and associated evidence and ideas. Responses in this band will be less developed than in the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the view that there is a variety of gender identities in the UK today. 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 a range of gender identities in the contemporary UK. Answers in this band will be largely descriptive. Answers will show partial knowledge and understanding and will be characterised by a lack of conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration. Candidates will present material in a manner that **partially** answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of gender identities. 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 or spelling.

0

No relevant knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the range of gender identities in the contemporary UK. Candidates will engage in the debate surrounding the view that a range of gender identities does exist. The data will either be relevant conceptual and/or empirical and/or theoretical evidence and could be used to support or refute the claim in the question.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different kinds of data, referring to gender identities in a vague way. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

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

The best answers will use critical material to raise issues on gender identities. They may evaluate generational differences and the ways that gender identities are changing over time. They may consider relationships between masculine and feminine identities. They may consider changing patterns of socialisation. They may include arguments to the effect that gender identities are still largely based on traditional roles and identities. Some may evaluate through juxtaposition. Others may adopt an evaluative tone.

7-8

The candidate will show the ability to evaluate specific sociological arguments and alternative explanations that there is a range of gender identities in the contemporary UK. Critical material will be employed to raise issues concerning these gender identities. 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 there is a range of gender identities in the contemporary UK. 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 there is a range of gender identities in the contemporary UK. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

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

0

No relevant evaluation.

- 2 (a) Using item B, identify and briefly explain two features of upper class identity. [8 marks]

A02a: Interpretation and Analysis

Indicative Content

Reference may be made to the following:

- Education at public schools/Oxbridge universities
- Attendance at particular clubs/social events
- “Old boy network”
- Social closure
- Inter-marriage
- Close-knit family ties/kinship networks

7-8

The candidate will correctly select and analyse two features of upper class identity in the contemporary UK. Answers will show the ability to select from and interpret different kinds of data. Award 8 marks to responses that identify and fully explain two features. Award 7 marks to responses that identify two features, fully explain one and partially explain the other.

5-6

The candidate will correctly select and interpret two features of upper class identity in the contemporary UK. Answers will show the ability to select from and analyse different kinds of data. Award 6 marks to answers that identify two features, and explain both partially, or explain one fully and leave the other without explanation. Award 5 marks to responses that identify two features, explain one partially, and leave the other without an explanation.

3-4

Answers will show some ability to interpret different types of data. Award 4 marks to responses that identify two features but leave them both without an explanation, or to responses that identify one feature and explain it fully. Award 3 marks to responses that identify one feature and offer a partial explanation of it.

1-2

The candidate will correctly select one feature of upper class identity in the UK.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two features of the culture of the 'new working class'.

[8 marks]

A01: Knowledge and Understanding

Indicative Content:

Reference may be made to changing political ideologies, voting attitudes, educational ambition, privatisation, home-centered, shared conjugal roles, decline of community life, individualism, instrumentalism, materialism, consumerism, or any other reasonable response.

7-8

The candidate will correctly identify two features of the culture of the new working class. 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 the new working class. There will be few, if any errors of grammar, punctuation or spelling.

5-6

The candidate will correctly identify two features of the culture of the new working class. 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 the culture of the new working class. The candidate will present material in a manner that addresses the question. There may be occasional errors of grammar, punctuation or spelling.

3-4

Award 4 marks to candidates who identify two features but offer no explanation of either, or to candidates who identify one feature and explain it fully. Award 3 marks to candidates who identify one feature and offer a partial explanation of it.

1-2

The candidate will correctly identify one feature of the culture of the new working class, but leave this completely unexplained, therefore showing only limited understanding of the new working class. 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 paid work affects an individual's identity. [18 marks]

A01: Knowledge and Understanding (10 marks)

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

Candidates may examine specific occupations or types of work and may consider the influence of level of income and hours of work, the degree of control over the work rate and working conditions, the relationship with fellow workers both in and out of work, the effects of particular working environments, etc. They may refer to effects in different contexts – e.g. gender differences, family and marriage, child-care, leisure activities or political behaviour.

Concepts - such as:

White collar, blue collar, subcultures, roles, social control, hierarchy, “us and them”, authority, sanctions, peer pressures, family life, role models, gender roles, conjugal roles, parental roles, etc.

Studies - such as:

Acheson, Billington, Charlesworth, Hoggart, Marshall, McDonough, Walkerdine, Willis, Young and Willmott, etc.

Contemporary Examples: These should be rewarded.

8-10

The candidate will show a range of knowledge and understanding of two ways in which paid work affects an individual's identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of different (types of) work and individual identity. The candidate will present material that **directly** answers the question. There will be few, if any, errors of grammar, punctuation or spelling.

6-7

The candidate shows knowledge and understanding of two ways in which paid work affects an individual's identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of work than individual 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 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 paid work affects an individual's identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way in which paid work does this, explaining it well to reach the top of the band. Answers that state two ways are likely to leave them undeveloped and unsubstantiated. The candidate will present material that **partially** addresses the question. There may be some errors of grammar, punctuation or spelling.

1-3

The candidate displays an awareness of at least one way in which paid work affects an individual's identity. The material may be of **marginal** relevance to the question and may be based on common sense assumption and assertion. Errors of grammar, punctuation or spelling may be noticeable and obtrusive.

0

No relevant sociological knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to outline and engage with two ways in which paid work affects an individual's identity. To locate at the top of the band candidates should select and analyse data relevant to paid work and identity in some way. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to paid work or identity only. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

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

The candidate at the top of this band will clearly and explicitly evaluate ways in which paid work influences an individual's identity. This may include commentary on the effects of work which carry over into other aspects of an individual's identity, such as lack of money and/or leisure time or vice versa. 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 paid work influences an individual's identity, making the evaluation basic. At the bottom of the band evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that social behaviour is no longer shaped by social class in the contemporary UK. [26 marks]

A01: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Concepts - such as:

Social class, social behaviour, class-consciousness, class fragmentation, underclass, economic capital, cultural capital, consumption cleavage, habitus, lifestyle, classlessness, class identity, fractured identity, social closure, elitism, etc.

Studies - such as:

Adonis and Pollard, Bourdieu, Bradley, Devine, Jordan, King and Raynor, Mackintosh and Mooney, Marshall, Murray, Pakulski and Waters, Roberts, Saunders, Savage, etc.

Theories - such as: Marxist, new right and postmodernism.

Contemporary Examples These should be rewarded.

11-14

The candidate will display a range of knowledge and understanding about whether social behaviour is shaped by social class in the contemporary UK, and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, and contemporary examples. At the top of the band there will be clear knowledge and understanding of different identities within social classes and between social classes. Candidates will present material in a manner that **directly** answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding about whether social behaviour is shaped by social class in the contemporary UK, and associated evidence and ideas. Responses in this band will be less developed than in the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the view. Candidates will present material in a manner that **answers** the question. There may be occasional errors of grammar, punctuation and spelling.

5-7

The candidate will display some knowledge and understanding of social class and behaviour. Answers in this band will be largely descriptive. Answers will show partial knowledge and understanding and will be characterised by a lack of conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration. Candidates will present material in a manner that **partially** answers the question. There may be some errors of grammar, punctuation and spelling.

1-4

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

0

No relevant knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the view that social behaviour is no longer shaped by social class in the contemporary UK. Candidates will engage in some of the debates surrounding the extent to which social class remains an influence on social behaviour, probably focusing on debates suggesting that the contemporary UK is now a “classless” society. The data will either be relevant conceptual and/or empirical and/or theoretical evidence and could be used to support or refute the claim in the question.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different kinds of data, referring to class identity in a vague way. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

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

The best answers will use critical material to raise issues on the debate about the influence of social class on social behaviour in the contemporary UK, and are likely to compare the views of Marxist/ new right/ postmodernist sociologists. They may consider evidence which seems to undermine the importance of class. They may examine whether contemporary identities are based on lifestyle and consumption instead. They may consider gender, ethnicity and/or nationality as influences on social behaviour. They may also examine the strength of different social class behaviours. They may include arguments about the continuity of social class in shaping behaviour. 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 extent to which social class influences social behaviour 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 extent to which social class influences social behaviour in the contemporary UK. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates may present a clear, but one-sided or inadequately supported position.

3-4

The candidate will show the ability to make basic evaluation of the evidence and arguments about the extent to which social class influences social behaviour in the contemporary UK. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the debate about whether social class influences social behaviour 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** reasons for the increase in one-parent families in the contemporary UK. [15 marks]

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

- Later age at marriage
- Higher divorce rates
- Decline in traditional families and their role in social control
- Increased state support, benefits
- Women's increased independence
- Impact of feminism
- Feminisation of labour force giving women increased economic independence
- Secularisation
- More young people having sex outside of marriage or cohabitation
- Increased diversity and choice
- Reference to diversity in ethnicity, class, sexuality
- Any other reasonable response.

A01 Knowledge and Understanding

13-15

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

9-12

The candidate displays knowledge and understanding of two reasons for the increase in one-parent families in the contemporary UK. 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 increase in one-parent families 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 reason fully explained can reach the top of this band.

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

1-4

The candidate displays an awareness of at least one example of a reason for the increase in one-parent families in the contemporary 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 is the ideal family.**[30 marks]**

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

- View may be located within Functionalism/New Right
- Ideological stance supported by the state, social policy, media and other social institutions
- Concepts such as warm bath theory, cereal packet family, gender role socialisation, instrumental role, expressive role
- Reference to contemporary debates

Counter view provided by;

- Dark side of the family
- Marxism
- Radical Psychiatry
- Feminism
- Post-modern views and diversity
- Any other reasonable response

A01 Knowledge and Understanding (9 marks)**8-9**

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

5-7

The candidate displays knowledge and understanding of the view that the nuclear family is the ideal family. Expect to see 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 is the ideal family. 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 is the ideal family 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.

A02a 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 is the ideal family. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the nuclear family is the ideal family. Expect to see some interpretation of patterns and/or trends and/or research data on 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 is the ideal family. 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 nuclear family is the ideal family.

0

No relevant interpretation and analysis.

A02b 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 is the ideal family. 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 is the ideal family. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the nuclear family is the ideal family. 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 is the ideal family.

0

No relevant evaluation.

- 2 (a) Identify and explain TWO reasons for the increase in the divorce rate in the last 40 years. [15 marks]**

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

- Changing norms and values
- Secularisation
- Higher expectations of marriage, Functionalist views
- Serial monogamy
- Decline in importance of family
- Greater importance of agents of secondary socialisation
- Negative aspects of the nuclear family leading to breakdown
- Increased individualism
- Divorce more accessible, legal changes
- Women's increased social and economic independence
- Increased diversity and choice, postmodern views
- Any other reasonable response.

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two reasons for the increase in the divorce rate in the last 40 years. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two reasons for the increase in the divorce rate in the last 40 years 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 for the increase in the divorce rate in the last 40 years 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 for the increase in the divorce rate in the last 40 years 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 family is no longer patriarchal.
[30 marks]

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

- Traditional arguments about increasing symmetry in conjugal roles (Wilmott and Young)
- Evidence of power sharing and decision-making between women and men within the family
- Greater economic independence of women leading to greater equality within the family
- Increased participation of men in family life generally
- The alleged crisis in masculinity
- Women instigate more divorce proceedings than men
- Postmodern arguments about diversity and choice
- Concepts such as new man, superdad, dual career family, feminisation of the labour market.

Counter view provided by:

- Feminist views
- Evidence of persistence of traditional roles within the family
- Impact of familial ideology
- Concepts such as patriarchal terrorism, traditional gender role socialisation, dark side of family life, hegemonic masculinity
- Any other reasonable response.

A01 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that the family is no longer patriarchal. 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 family is no longer patriarchal. 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 family is no longer patriarchal. 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 family is no longer patriarchal and for of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the family is no longer patriarchal. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on 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 family is no longer patriarchal. 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 family is no longer patriarchal. 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 family is no longer patriarchal.

0

No relevant interpretation and analysis.

A02b 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 family is no longer patriarchal. 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 family is no longer patriarchal. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the family is no longer patriarchal. Discursive points may be asserted without explanation 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 family is no longer patriarchal.

0

No relevant evaluation.

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

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

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

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two trends in ownership of the mass media. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both 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 ownership of the mass 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 trends in ownership of the mass 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 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 trend in ownership of the mass media and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that the media use negative stereotypes when representing some ethnic groups. [30 marks]

There are a number of approaches to this question. Candidates may focus on one particular social group referring to gender, ethnicity or class or may address more than one group offering breadth rather than depth.

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

- Stereotypes may be drawn from a range of ethnic groups
- Tendency of the media to associate black people with physical rather than intellectual activities
- Evidence drawn from studies by Hartmann and Husband, Hall, van Dijk, Akinti, GUMG
- Examples of commonly used stereotypes eg black people as a threat, as criminals, as abnormal, as unimportant, as dependent.
- Reference to particular media products eg soap operas, and their role in portraying stereotypes
- Examples of moral panics involving ethnic minority groups, Hall on Policing the Crisis
- Concepts such as ghettoisation, ethnocentric
- Any other reasonable response.

In evaluation;

- Impact of anti-discrimination regulations, formal and informal controls
- on content
- Examples of more recent positive coverage of ethnic minorities
- Examples of media challenging ethnic stereotypes
- Provision of media products for and by members of ethnic minority groups eg Eastern Eye, the Voice, BBC Asian digital network
- Pluralist perspective
- Use of negative stereotypes in relation to other social groups eg gender and social class
- Any other reasonable response.

A01 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that the media use negative stereotypes when representing some ethnic groups and of relevant sociological evidence and ideas. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band the view may be located theoretically. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that the media use negative stereotypes when representing some ethnic groups and of associated sociological ideas and concepts. Theoretical argument and/or empirical data supporting/challenging the view will be discussed in less depth than in the above band. Knowledge and understanding of counterarguments may be partial. At this level answers will be less informed and examples are likely to be less contemporary. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the media use negative stereotypes when representing some ethnic groups and of some associated sociological ideas and concepts. Some arguments presented may be unsupported. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that the media use negative stereotypes when representing some ethnic groups and/or 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.

A02a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the media use negative stereotypes when representing some ethnic groups. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media use negative stereotypes when representing some ethnic groups. Expect to see discussion of relevant data but treated in an unbalanced or superficial way. Evidence may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5

The candidate displays some ability to interpret different types of data about the view that the media use negative stereotypes when representing some ethnic groups. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial or contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that the media use negative stereotypes when representing some ethnic groups.

0

No relevant interpretation and analysis.

A02b 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 use negative stereotypes when representing some ethnic groups. 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 other.

5-7

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

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the media use negative stereotypes when representing some ethnic groups. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers in this band may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the media use negative stereotypes when representing some ethnic groups.

0

No relevant evaluation.

- 4 (a) Identify and explain TWO ways in which the portrayal of violence in the media is censored. [15 marks]**

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

(Formal regulatory mechanisms)

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

(Less formal ways)

- Intervention of owners
- Financial considerations
- Influence of advertisers
- Market forces, audiences, readership
- Media personnel's decisions
- Any other reasonable response.

A01 Knowledge and Understanding

13-15

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

9-12

The candidate displays knowledge and understanding of two ways in which the portrayal of violence in the media is censored 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 the portrayal of violence in the media is censored 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 way in which the portrayal of violence in the media is censored 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 it is media owners who control the content of the media. [30 marks]

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

- Marxist views
- Impact of trends in ownership including concepts such as concentration, vertical integration, cross-media ownership, diversification, trans-national ownership, globalisation
- Examples of influence exerted by owners
- Reference to research by, for example, Bagdikian, Curran.

In evaluation;

- Outline of hegemonic theory of media content
- Role of media professionals in constructing the news including gate-keeping, agenda-setting, news values, organisational factors
- Pluralist view, extent of audience influence
- Importance of advertisers, commercial pressures
- Control from regulators, both informal and formal
- Any other reasonable point.

A01 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that it is media owners who control the content of the media and of relevant sociological evidence and ideas. The view should be located within Marxism. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band the view may be located theoretically. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that it is media owners who control the content of the media and of associated sociological ideas and concepts. Theoretical argument and/or empirical data supporting/challenging the view will be discussed in less depth than in the above band. Knowledge and understanding of counter-arguments may be partial. At this level answers will be less informed and examples are likely to be less contemporary. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that it is media owners who control the content of the media and of some associated sociological ideas and concepts. Some arguments presented may be unsupported. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that it is media owners who control the content of the media and/or 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.

A02a Interpretation and Analysis (12 marks)**10-12**

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

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that it is media owners who control the content of the media. Expect to see discussion of relevant data but treated in an unbalanced or superficial way. Evidence may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

4-5

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

1-3

The candidate displays limited ability to use at least one form of data about the view that it is media owners who control the content of the media.

0

No relevant interpretation and analysis.

A02b 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 it is media owners who control the content of the media. 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 other.

5-7 marks

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that it is media owners who control the content of the media. 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 marks

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that it is media owners who control the content of the media. 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 marks

The candidate is aware of at least one issue involved in the evaluation of the view that it is media owners who control the content of the media.

0 marks

No relevant evaluation.

OPTION 3: Religion**5 (a) Identify and explain TWO characteristics of religious fundamentalism [15 marks]**

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

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

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two characteristics of religious fundamentalism. At the top of the band 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 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 characteristics of religious fundamentalism 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 characteristics of religious fundamentalism 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 example of a characteristic of religious fundamentalism and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that religion promotes stability and consensus in society.

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

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

In evaluation;

- Rise of fundamentalism as revolutionary
- Dimensions of ethnicity, gender, class, age etc. As challenging the status quo
- Influence of liberation theology
- Examples of discord/hostility linked to religious belief
- Contribution of secularisation
- Any other reasonable response.

A01 Knowledge and Understanding (9 marks)

8-9

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

5-7

The candidate displays knowledge and understanding of the view that religion promotes stability and consensus in society 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 religion promotes stability and consensus in society 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 religion promotes stability and consensus in society. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis (12 marks)**10-12**

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

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that religion promotes stability and consensus in society. 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 religion promotes stability and consensus in society. 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 religion promotes stability and consensus in society.

0

No relevant interpretation and analysis.

A02b 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 promotes stability and consensus in society. The level of discussion will sustain relevance and coherence and counterarguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion promotes stability and consensus in society. 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 religion promotes stability and consensus in society. 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 religion promotes stability and consensus in society.

0

No relevant evaluation.

6 (a) Identify and explain TWO characteristics of religious sects. [15 marks]

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

- Sects tend to have exclusive membership
- Charismatic leadership
- Claim a monopoly of truth
- High level of commitment demanded of members
- Candidates may distinguish between word rejecting, world accommodating and world affirming sects
- Reference to Troeltsch, Bruce, Wilson, Barker, Wallis' typology
- Reference to specific examples eg Jehovah's Witnesses, Moonies, Branch Davidians
- Any other reasonable response.

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

A01 Knowledge and Understanding

13-15

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

9-12

The candidate displays knowledge and understanding of two characteristics of religious sects 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 characteristics of religious sects 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 characteristic of religious sects 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 oppresses some social groups.
[30 marks]

There are a range of approaches to this question. There may be reference to gender, class, ethnicity, sexuality and/or age. Candidates may focus on one social group or look across a range and discuss the ways in which religion exerts control differentially or uniformly. Candidates may refer to some of the following aspects:

- Some groups seen as deviant eg gays and lesbians
- Sexuality seen as a threat
- Ways in which religion seeks to control women's bodies through practices like 'churching', female circumcision, veiling of Islamic women etc
- Marxist views on the opiate-effect to quell disadvantaged groups
- Feminist analyses of the response of religion to women in society and in the church eg historical- witch-hunts
- In evaluation, the radical effect of religion on some groups eg Hall on Rastafarianism, Liberation theology.

In evaluation;

- Liberating effect of religion on disadvantaged groups eg women's experience of New Age movements can lead to a more general liberation and political consciousness. Islamic women have reported feeling liberated by wearing the veil.
- The role of religion in promoting social change that benefits oppressed groups eg liberation theology.
- Discussion of religion as promoting stability not oppression
- Religion may be proposed as indiscriminating and oppressive to all not just some social groups.
- Any other reasonable response.

A01 Knowledge and Understanding (9 marks)

8-9

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

5-7

The candidate displays knowledge and understanding of the view that religion oppresses some social groups 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 religion oppresses some social groups 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 religion oppresses some social groups. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion oppresses some social groups. 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 oppresses some social groups. 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 religion oppresses some social groups. 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 religion oppresses some social groups.

0

No relevant interpretation and analysis.

A02b 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 oppresses some social groups. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion oppresses some social groups. 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 religion oppresses some social groups. 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 religion oppresses some social groups.

0

No relevant evaluation.

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

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

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

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two features of anti-school subcultures. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both 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 features of anti-school subcultures 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 features of anti-school subcultures 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 feature fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least features of anti-school subcultures and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that delinquent behaviour is influenced by gender. [30 marks]

There are a range of approaches to this question. Candidates may focus on the view that girls are less delinquent or discuss the effect of changes in gender roles on delinquent behaviour. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- The shape of girls' social control including socialisation by family, school, media, peers into ideas about love, romance, marriage, motherhood, sexuality etc.
- Extent of female involvement in delinquent behaviour, rise in girl gangs, ladettes, new femininities
- Extent of males' involvement in delinquency
- Reference to impact of wider social factors eg crisis in masculinity, males underachievement in education, feminisation of labour market
- Impact of gender stereotypes in forming views about gender and delinquency
- Studies by Heidensohn, Sharpe, Campbell, Coward, Burman.

In evaluation;

- Girls' delinquency as under-studied by sociologists
- Impact of ethnicity as a factor influencing delinquency
- Significance of social class as an influence on delinquency
- Delinquent behaviour as a form of resistance
- Post-modern ideas about the blurring of gender identities with, for example, new masculinities and femininities
- Ways in which female crime is handled differently eg chivalry factor, under-investigated
- Reference to more traditional material eg functionalist views, status frustration
- Any other reasonable response.

A01 Knowledge and Understanding (9 marks)

8-9

The candidate shows a range of knowledge and understanding of the view that delinquent behaviour is influenced by gender. Knowledge of arguments in support of the views will be clearly presented and understanding of alternative views 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 delinquent behaviour is influenced by gender 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 and understanding of the view that delinquent behaviour is influenced by gender 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 delinquent behaviour is influenced by gender. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that delinquent behaviour is influenced by gender. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that delinquent behaviour is influenced by gender. 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 delinquent behaviour is influenced by gender. 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 delinquent behaviour is influenced by gender.

0

No relevant interpretation and analysis.

A02b 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 delinquent behaviour is influenced by gender. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that delinquent behaviour is influenced by gender. 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 delinquent behaviour is influenced by gender. 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 delinquent behaviour is influenced by gender.

0

No relevant evaluation.

8 (a) Identify and explain TWO characteristics of youth subcultures. [15 marks]

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

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

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two characteristics of youth subcultures. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both 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 characteristics of youth subcultures 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 characteristics of youth subcultures 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 characteristics of youth subcultures and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that youth subcultures are influenced by ethnicity.

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

- Empirical evidence suggesting that distinctive black youth subcultures emerged from marginalisation from white society
- Formation of youth subcultures as a response to racism
- Bennett on Asian youth identities
- Reference to specific youth subcultures eg Rastafarianism, Rude Boys, skinheads
- Reference to Hall, Sivanandan, Hebdige, Gilroy, Cashmore
- Postmodernity and ethnicity, hybridity.

In evaluation;

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

A01 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 ethnicity. 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 youth subcultures are influenced by ethnicity 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 youth subcultures are influenced by ethnicity 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 youth subcultures are influenced by ethnicity. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis (12 marks)**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that youth subcultures are influenced by ethnicity. 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 ethnicity. 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 youth subcultures are influenced by ethnicity. 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 youth subcultures are influenced by ethnicity.

0

No relevant interpretation and analysis

A02b 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 ethnicity. 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 youth subcultures are influenced by ethnicity. 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 youth subcultures are influenced by ethnicity. 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 youth subcultures are influenced by ethnicity.

0 No relevant evaluation.

2534 Sociological Research Skills

Item A

In a questionnaire about national spending on scientific research, a sample of young people were asked “Do you think that more money, less money or about the same amount of money should be spent on each of the following?” The responses are given in the table below.

	Male	Female
<i>Percentage who think more money should be spent on:</i>	%	%
Space exploration	48	24
Trying to find life on other planets	43	27
Finding out about what makes people aggressive	37	42
Developing robots	32	12
Nuclear power	30	21

Source: MORI (2005)

Item B

You have been asked to consider a research design in terms of its reliability, validity and representativeness. The research is about investigating whether girls and boys have different attitudes towards science in secondary schools. The design consists of:

- Identifying a sample of secondary schools, using a stratified sampling technique (stratified according to school type and region);
- Sending a letter to the head teachers of these secondary schools, asking for their agreement to participate and offering £200 to the school as an incentive to participate;
- Distributing self-completion questionnaires to a random sample of students in each school, asking them their views on science, technology and scientific developments.
- Carrying out group interviews with Year 11 students who have been selected for expressing a keen interest in science as a career.

Questions

- (a) Briefly explain the meaning of the term ‘random sampling’. [6 marks]

AO1 Knowledge and Understanding (inc. Presentation and Communication)

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

- Examples of sampling techniques which types of random sampling
- Advantages / disadvantages of using random sampling,
- Examples of research which has used random sampling
- Reference to issues of representativeness.

4-6

At the top of this band, responses display a range of knowledge and understanding of the concept ‘random sampling’ and responses will directly address the question. Expect to see a clear and accurate definition, which will in some way refer to probability / equal chance sampling or picking names out of a hat. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept and there will be a sense of the core meaning. There may be some errors of grammar, punctuation and spelling.

1-3

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

0 No relevant points.

- (b) Using Item A, identify two main differences between males and females in terms of what they think more money should be spent on. [8 marks]

AO2a Interpretation and Analysis

- *Twice the percentage of males compared to females thought that money should be spent on space exploration (48% of males, compared to 24% of females);*
- *Nearly 1/3 of the percentage of males thought that more money should be spent on developing robots, compared to only 12% of girls.*
- *A higher percentage of girls (42%) thought that more money should be spent on finding out what makes people aggressive, compared to boys (37%). This is the only category where a higher proportion of girls thought that more money should be spent.*

7-8

Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main differences. Award full marks to responses that clearly identify any of the **two** points listed above. Candidates who identify the two main differences and include the scale of difference should be located at the top of this band. Candidates who identify two main differences but slightly lack clarity should be located at the bottom of this band.

5-6

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

3-4

Answers will display some ability to interpret the data in **Item A**. Responses in this band will identify only one main difference without any accurate reference to a second. Alternatively candidates will identify two main differences with 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**. There will be a tendency to indiscriminately describe the data rather than answer the question. Award one mark for responses which identify one main difference but where analysis/interpretation is weak.

0 No relevant points.

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

Strengths:

- Strengths of stratified random sampling technique – representativeness
- Advantages of offering a cash incentive
- Strengths of using self-completion questionnaires
- Strengths of using group interviews
- Strengths of using triangulation
- Any other reasonable response.

Weaknesses:

- Ethical issues of a cash incentive
- Potential bias of volunteer-type sample
- Weaknesses of using self completed questionnaires
- Weaknesses of group interviews
- Any other reasonable response.

AO1 Knowledge and Understanding (inc. Presentation and Understanding)

- Knowledge & understanding of a key concept (validity; reliability; representativeness / generalisability; ethics)
- Explanation of both strength and weakness.

7-8

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

5-6

Responses will display some knowledge and understanding. They will identify one strength and 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 weakness in an accurate, clear and conceptually detailed fashion but references to another may be under-developed.
- Two in total but both underdeveloped but including partial knowledge and understanding of key concepts.

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

3-4

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

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

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

1-2

Answers will demonstrate only a limited knowledge and understanding. They will identify one strength or weakness without any explanation. At the bottom of this band, answers will include only one without any explanation. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant points.

AO2 (a) Interpretation and Analysis

- Ability to accurately interpret and analyse with reference to the context.
- Ability to show the effects of the strength on the stated research aim(s).

7-8

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

5-6

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

3-4

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

- Selecting two features but analysis is generalised.
- Selecting only one strength or weakness with full analysis.
- At the bottom of this band, responses will select one strength 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 two strengths with no analysis.
- Selecting one strength with partial analysis.
- At the bottom of this band, responses will select one strength without any analysis.

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

0

No relevant points.

- (d) **Outline and assess one sociological research method of collecting information about why so few female engineering students at university subsequently become engineers.**

[30 marks]

The most appropriate methods for this research are:

- Questionnaires
- Interviews
- Any other reasonable method.

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

- Sample size
- Access to a sample of students
- Sampling method
- Response rates
- Operationalisation of key concepts (engineering/ engineering students/ so few).
- Ethical considerations
- The relationship between the researcher and those being researched.

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

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

AO1 Knowledge and Understanding (inc. Presentation and Communication)

15-18

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

10-14

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

5-9

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

1-4 Responses in this band will demonstrate a limited awareness of one method of data collection. At the bottom of this band there is likely to be a weak description of a single method. Any knowledge and understanding of the key concepts will be weak and inaccurate. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points

AO2b Evaluation

Evaluative discussion is likely to focus on the following:

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

10-12

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

7-9

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

4-6

Answers offer a basic evaluation on a narrow range of predominantly practical issues related to general issues of data collection. Commentary will probably not be related to the research concepts. Typically this may be a short list of potential strengths and weaknesses left undeveloped and disconnected to the specific research task or 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 view that crime and deviance are socially constructed.

[60 marks]

Expect to see a clear understanding of the concept 'socially constructed'. This may be linked to interactionist theories of deviance. Issues will be discussed such as the relative nature of crime and deviance, the over determinism of sociological theories which take crime and deviance as unproblematic concepts, the impact of labelling, the distinction between primary and secondary deviance, societal reaction, media influence in the social construction of crime and deviance, the significance of deviancy amplification. Expect to see responses using concepts such as labelling, folk devils, moral panics, deviant career, master status, stigmatisation, drift, techniques of neutralisation, mortification, with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Becker; Lemert; Cicourel; Matza; Goffman; Jones; Plummer; Ackers; Cohen; Young; Gouldner, Hall.

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

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the view that crime and deviance are socially constructed. 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 crime and deviance are socially constructed.

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 crime and deviance are socially constructed.

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

1-7

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

0

No relevant sociological points.

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

13-16 Selects and organises relevant material to provide a clear analysis of the view that crime and deviance are socially constructed and relative concepts. This may focus on the deficiencies of other explanations of crime and deviance as well as discussing interactionist perspectives, the impact of labelling, the significance of societal reaction. Specific issues such as secondary deviance, deviant careers, the importance of the media, the nature of moral panics, cross-cultural examples may be discussed in relation to the view that they are socially constructed. Responses in this band will clearly address the question.

9-12 Selects and interprets relevant material to provide an appropriate analysis of the view in the question. Responses in this band will either be narrowly focussed on one issue eg labelling, or offer a less developed analysis of a range of issues.

5-8 Selects some relevant material to provide a basic analysis of the view that crime and deviance are socially constructed and relative concepts. 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 relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0 No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the definition of deviance, the deterministic nature of the labelling approach, realist theories response to social constructionism, structuralist approaches/ realist theories.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

2 Outline and assess sociological explanations of gender differences in patterns of crime. [60 marks]

Expect to see a clear understanding of theories/studies such as Sex-role theory, feminist theories, postmodernism, the chivalry thesis, oppositional subcultures, control theory, female crime and women's liberation, the significance of masculinity.

Expect to see a range of writers referred to. There may be references to Miller, Cohen, Pollack, Smart, Campbell, Box, Farrington & Morris, Heidensohn, Walklate, Carlen, Adler, Messerschmidt, Willis, Jefferson, Connell.

Expect to see responses using concepts such as socialisation, social control, normative masculinity, transgression, focal concerns, Malestream with confidence.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to sociological explanations of gender differences in patterns of crime. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21

Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to gender differences in patterns of crime. 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 gender differences in patterns of crime. Responses in this band are likely to provide a basic account of sociological 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 gender differences in patterns of crime. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant sociological points.

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

13-16

Selects and organises relevant material to provide a clear analysis of sociological explanations of gender differences in patterns of crime. This may focus on a discussion of the official statistics on crime and a comparison with self-report studies. There will be an analysis of explanations of male and female patterns of offending. Specific issues such as the chivalry thesis, oppositional subcultures, control theory, female crime and women's liberation, the significance of masculinity may be discussed. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of aspects of gender differences in patterns of crime. Responses in this band will either be narrowly focussed on one issue eg chivalry thesis or offer a less developed analysis of a range of issues.

5-8

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

1-4

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

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the official statistics on crime compared to self report studies, criticisms of sub-cultural approaches, the impact of feminism, the validity of the chivalry thesis, whether female crime is increasing etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

3 Outline and assess new right theories of the relationship between schooling, employment and the economy. [60 marks]

Expect to see a clear understanding of new right theories, particularly in the top band.

Issues will be discussed such as New Right views on marketisation and schooling; the New Vocationalism; policy issues.

Expect to see responses using concepts such as marketisation, consumer choice, meritocracy, privatisation, vocationalism, enterprise culture, competition.

Expect to see a range of writers referred to: Chubb & Moe, Brown & Lauder, Saunders, Halsey, Gerwitz, Ball, Ranson, Finn.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to new right theories of the relationship between schooling, employment and the economy.

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 new right theories of the relationship between schooling, employment and the economy.

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 new right theories of the relationship between schooling, employment and the economy. Responses in this band are likely to provide a basic account of the relationship 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 relevant aspect of concepts, evidence or theory. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. explanation of educational underachievement. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

13-16

Selects and organises relevant material to provide a clear analysis of new right theories of the relationship between schooling, employment and the economy. This body of the essay should be focused on addressing new right theories of education in relation to the

economy, the impact of new vocationalism, the development of educational policy. Specific concepts such as transferable skills, meritocracy, marketisation, parentocracy, 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 new right theories of the relationship between schooling, employment and the economy. Responses in this band will either be narrowly focussed on one issue eg marketisation or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of new right theories of the relationship between schooling, employment and the economy. 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 relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material should be organised around the new right theory and may raise issues such as the effectiveness of schooling in preparing young people for employment, critiques of new vocationalism eg from a Marxist perspective, the problematic nature of concepts such as meritocracy, evidence/arguments against the existence of meritocracy; cultural/social/economic capital.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about new right theories of the relationship between schooling, employment and the economy, 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 cultural explanations of social class differences in educational achievement. [60 marks]

Expect to see a clear understanding of theories such as functionalism, new right, interactionism, Marxism, social democratic theories. Issues will be discussed such as the significance of the home & parental interest in terms of cultural factors, cultural values, norms and attitudes, the significance of subculture in relation to peer groups, the significance of linguistic deprivation in relation to achievement, the importance of educational policy (compensatory education). Expect to see responses using concepts such as cultural deprivation, cultural capital, class inequality, immediate gratification, fatalism, collectivism, restricted and elaborated language codes, subculture, socialisation, status, meritocracy, with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Douglas; Halsey; Davies; Hyman; Feinstein, Sugarman; Bernstein; Boudon; Ball; Smith and Noble; Power; Willis; Phillips; Saunders; Smithers; Forsythe and Furlong.

Assessment objective 1: Knowledge and Understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to cultural explanations of social class differences in educational achievement. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

15-21

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

8-14

Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to cultural explanations of social class differences in educational achievement. Responses in this band are likely to provide a basic account of class differences in 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 cultural explanations of social class differences in educational achievement. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about socialisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

Selects and organises relevant material to provide a clear analysis cultural factors in explaining social class differences in educational achievement. This may focus on two or more theories and discuss issues such as cultural deprivation, cultural and social capital, language codes, marketisation and 'choice', the significance of educational policy. Specific concepts and issues such as immediate gratification, fatalism, collectivism, restricted and elaborated language codes, subculture, meritocracy may be discussed. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of cultural explanations of social class differences in educational achievement. Responses in this band will either be narrowly focussed on one issue eg language codes or offer a less developed analysis of a range of issues.

5-8

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

1-4

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

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of cultural explanations of social class differences in educational achievement, the importance of in-school factors eg teacher expectations, the classification of pupils eg banding, the difficulty of separating material and cultural factors, the over-deterministic nature of theories in this area, issues of gender / ethnic educational inequality etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about cultural explanations 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 the sick role. [60 marks]

Expect to see a clear understanding of sociological theories and explanations of the sick role. Expect to see a range of theories, such as functionalism, Marxism, feminism, interactionism, postmodernism. Issues will be discussed such as the rights and responsibilities of the 'sick role', societal expectations/reaction surrounding the sick role, doctor-patient interaction, deviance, illness behaviour, objective/subjective sick role, disability, stigmatisation, mortification of the self.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Parsons, Friedson, Scambler, Turner, Waitzkin, Williams, Becker, Scott, Hart, Goffman,

Assessment objective 1: Knowledge and understanding (28 marks)**22-28**

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to a sociological understanding of the sick role. 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 sociological explanations of the sick role. 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 sociological explanations of the sick role. Responses in this band are likely to provide a basic account of Parson's sick role theory 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 sociological explanations of the sick role. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg discussion about the NHS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

Selects and organises relevant material to provide a clear analysis of sociological explanations of the sick role. This may focus on the notion of 'social role' in relation to the sick role; links with the medical model of understanding health and illness, doctor-centred or patient-centred approaches to the sick role etc. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the sick role. Responses in this band will either be narrowly focussed on one issue eg Parsons theory or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of sociological explanations of the sick role. 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 relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the difficulties in studying morbidity, the role of the patient, wider social influences etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

6 Outline and assess the view that mental illness is a myth.**[60 marks]**

Expect to see a clear understanding of theories; primarily Interactionism and social constructionism, and feminism, Marxism, structuralists (as a critique). Issues will be discussed such as labelling and the social construction of mental illness, mental illness and deviance / abnormality, discourse, medicalisation. Expect to see responses using concepts such as medical gaze, discourse, labelling, Stigma, social control.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Szasz, Scheff, Foucault, Becker, Healthier, Littlewood and Lipsedge, Rosenhan, Lindsay, Goffman, Trowler, Lemert, Laing,

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

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that mental illness is a myth.

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that mental illness is a myth. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of mental illness. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

Selects and organizes relevant material to provide a clear analysis of the view that mental illness is a myth. This may focus on Interactionist/social constructionist theories.

Specific concepts and issues such as medicalisation, mortification, discourse, labelling, institutionalization, stigma, social control 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 mental illness is a myth. Responses in this band will either be narrowly focussed on one issue eg changing definitions, 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 mental illness is a myth. 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 mental illness is a myth. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the adequacy of labelling theory, the impact of labelling and resistance to labels, realist theories of helping the mentally ill; a critique from the medical model perspective; mental illness as a form of social control, structuralist theories (mental illness relating to gender, ethnicity, class etc.); There may be methodological critiques of, for example, Rosenhan and Goffman.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

7 Outline and assess the view that the culture industries treat the female body as a commodity. [60 marks]

Expect to see a clear understanding of feminist and postmodernist approaches. Issues will be discussed such as media representations of the female body, the representations of females as commodities in areas such as advertising, cinema, internet web-sites, popular culture, the significance of taste and style, the significance of patriarchal ideology.

Expect to see a range of theories / writers referred to. There may be references to studies and/or theorists such as: McRobble, CCCS, Meehan, Ferguson, Bradley.

Assessment objective 1: 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 culture industries treat the female body as a commodity. 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 culture industries treat the female body as a commodity. 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 culture industries treat the female body as a commodity. Responses in this band are likely to provide a basic account of feminist approaches through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the culture industries treat the female body as a commodity. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of feminism. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

13-16

Selects and organises relevant material to provide a clear analysis of the view that the culture industries treat the female body as a commodity. This may focus on feminist approaches to popular culture, the significance of globalisation, women as commodities, the male gaze, the importance of taste, style and scene, the ideology of femininity, commercialism and patriarchal values, the role of the mass media. Specific concepts and issues such as hegemony, ideology, femininity, style, taste, scene, patriarchy, globalisation, consumption may be discussed. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the view that the culture industries treat the female body as a commodity. Responses in this band will either be narrowly focussed on one issue eg consumption 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 culture industries treat the female body as a commodity. 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 relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as: The limitation of feminist analyses of commodification, critiques of different forms of feminism (eg post feminist approaches), the difficulty of demonstrating that commodification has any effect upon social attitudes towards women or female self esteem etc, the influence of ethnicity and social class etc.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

8 Outline and assess the role of the media in the social construction of identities.
[60 marks]

Expect to see a clear understanding of theories such as postmodernism, Marxism, feminism etc. Issues will be discussed such as the nature of personal and social identities, how identities are influenced by cultural production and consumption, the changing nature of identity, the decline of social class in the construction of social identity, the construction and production of cultural forms, the significance of consumption. Expect to see responses in this band using concepts such as style, resistance, decentring, autonomy, hegemony, ideology, discourse, culture, 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, and Entwistle.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theory relevant to the role of the media in the social 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 theories relevant to the role of the media in the social 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 the media in the social construction of identities. 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 the media in the social construction of identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about identity formation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

13-16

Selects and organises relevant material to provide a clear analysis of the role of the media in the social connection of identities. This may focus on Marxist, postmodernist and feminist accounts of personal and social identity. Issues such as the changing nature of

identity will be discussed and specific fashions, styles, tastes etc may be referred to. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the role of the media in the social construction of identities. Responses in this band will either be narrowly focussed on one issue eg gender identities or offer a less developed analysis of a range of issues.

5-8

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

1-4

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

0

No relevant sociological points.

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

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

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

9 Outline and assess the view that the welfare state has created a culture of dependency. [60 marks]

Expect to see a clear understanding of theories such as new right, third way (in support of the view) Marxism, social democratic, feminist (against the view). There will be a clear understanding of what is meant by 'culture of dependency'. Expect to see responses using concepts such as individualism, collectivism, rights, responsibilities, underclass, Thatcherism, universal welfare provision, citizenship, dependency culture, social exclusion, patriarchy with confidence. Issues may be discussed such as the nature of welfare provision, ideologies of welfare, the notion of the underclass, social, political and economic changes, the nature and meaning of dependency culture, policy shifts in welfare state e.g. active welfare.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Murray, Marsland, Field, Dahrendorf, Hutton, Blakemore, Giddens, Lister, Joseph, Pahl, Oppenheim, Anderson, Townsend, Holman, Etzioni.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state has created a culture of dependency. 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 has created a culture of dependency. 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 has created a culture of dependency. Responses in this band are likely to provide a basic account of the culture of dependency thesis 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. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of the consequences of welfare provision. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

selects and organises relevant material to provide a clear analysis of the view that the welfare state has created a culture of dependency. This may focus on a number of theories and issues; eg the shifts in policy relating to the provision of welfare, the impact of social, economic and political change, the significance of ideology, the development of an 'underclass' etc. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state has created a culture of dependency. Responses in this band will either be narrowly focussed on one issue eg the culture of an underclass or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the view that the welfare state has created a culture of dependency. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

1-4

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

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the empirical evidence relating to dependency culture, the validity of the concept of 'underclass', the validity of different theories relating to dependency culture, etc.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view 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 controls some social groups.
[60 marks]

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

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Barrett, Land, Szasz, Goffman, Walter, Holman, Lister, Etzioni, Marsland.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state controls some social groups. 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 controls some social groups. 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 controls some social groups. Responses in this band are likely to provide a basic account of the view that the welfare state controls some social groups through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the welfare state controls some social groups. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

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

9-12

Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state controls some social groups. Responses in this band will either be narrowly focussed on one issue eg gender and the welfare state, or offer a less developed analysis of a range of issues.

5-8

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

1-4

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

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning whether the welfare state is controlling social groups, the validity of theoretical explanations eg the determinism of the labelling approaches, resistance to role expectations in welfare policies, the contradictory nature of welfare provision and policies.

9-12

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

5-8

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

1-4

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

0

No relevant evaluative points.

11 Outline and assess sociological explanations of the importance of direct action for new social movements. [60 marks]

Expect to see a clear understanding of what is meant by direct action and NSM's in this context. Issues will be discussed such as the rise of issue-based and identity politics; the alleged decline of class identity and class politics; the post-modern emphasis on the consumption of knowledge; globalisation; uncertainty and risk; social exclusion and marginalisation; the politics of difference.

Expect to see responses using concepts such as the decline of class-based action and identity, identity politics, single-issue based politics, difference lifestyles, the consumption of knowledge, risk and uncertainty, social exclusion, relative deprivation and marginalisation.

Expect to see a focus on particular examples of NSM's including the anti-globalisation movement, the environmental movement (eg 'Reclaim the streets'), the women's peace movement, civil rights movements, involving race or sexuality etc.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Hallsworth, Touranine, Scott, Marcuse, Giddens, Beck, the Frankfurt school may be included.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to sociological explanations of the importance of direct action for new 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 sociological explanations of the importance of direct action for new 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 sociological explanations of the importance of direct action for new social movements. There is likely to be an understanding of direct action and NSMs but this may take the form of a general review of the activities of political organisations and pressure groups in general. 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 sociological explanations of the importance of direct action for new social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of new social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

Selects and organises relevant material to provide a clear analysis of the sociological explanations of the importance of direct action for new social movements. This may focus specifically on theories of NSMs or on specific case studies such as the women's movement or gay pride or on a range of issues such as difference, lifestyle politics, forms of direct action, risk and uncertainty etc. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of sociological explanations of the importance of direct action for new social movements. Responses in this band will either be narrowly focussed on one issue eg one example of direct protest used by a NSM, or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of sociological explanations of the importance of direct action for new 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 view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of specific theories eg post-modernism compared to critical theory, or structural compared to social action explanations; the extent of social change eg how far do NSMs differ from older social movements in terms of their character and the use of direct action? The significance of new social movements eg numbers involved, changes of political success and/or the success or not of direct action.

9-12

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

5-8

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 importance of ideology for the development of new social movements. [60 marks]

Expect to see a clear understanding of the meaning of ideology and new social movements drawing on theories such as post-modernism, Marxism, feminism, globalisation theory. Issues will be discussed such as the distinction between old and new social movements, the impact of globalisation, changes in the political, economic and social context, the importance of identity, the nature of power in society. Expect to see responses in this band using concepts such as ideology, social movements, globalisation, marginalisation, anti-globalisation, anti-capitalism, identity, culture, risk, legitimacy, direct action, resistance.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Touraine, Marcuse, Melucci, Scoff, Hall, Klein, Habermas.

Assessment objective 1: Knowledge and understanding (28 marks)

22-28

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

1-7

Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the importance of ideology for the development of new social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of globalisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological points.

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

Selects and organises relevant material to provide a clear analysis of the importance of ideology for the development of new social movements. This may focus on a number of theories and issues eg the impact of globalisation, the nature of power in society, the emergence of anti-globalisation and/or anti-capitalist ideologies, the significance of identity, the changing social, political and economic context. Responses in this band will clearly address the question. Responses in this band will clearly address the question.

9-12

Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the importance of ideology for the development of new social movements. Responses in this band will either be narrowly focussed on one issue eg anti-globalisation, or offer a less developed analysis of a range of issues.

5-8

Selects some relevant material to provide a basic analysis of the explanations for the importance of ideology for the development of new 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 relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

0

No relevant sociological points.

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

Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as whether ideology is significant for new social movements, whether old social movements differ significantly from new social movements, the adequacy of different explanations regarding the development of new social movements.

9-12

Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about ideology and new 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.

2537 Applied Sociological Research Skills

- (a) Using only Item A, identify two advantages of using more than one method to collect the data on European migrants. [6 marks]

AO2(a)

Interpretation and Analysis

Reward answers which refer to any two of:

- (i) Can cross check the qualitative data with the quantitative*
- (ii) Can obtain more in-depth and/or valid data. This point, if treated separately, can be credited accordingly.*
- (iii) Wide cross-section of population is supplied: young/old inland/coastal.*
- (iv) Any other reasonable response*

The candidate shows the ability to select and analyse two advantages of using more than one method to collect the data on European migrants. At the top of this level both advantages will be clearly selected and explained in relation to using more than one method. 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. For the higher band, advantages must clearly refer to the use of more than one method. The candidate displays some ability to select and analyse two advantages for using more than one method to collect data on European migrants.

1-3

At the top of this level, the candidate will display some ability to select and analyse one/two advantages of using more than one method to collect data on European migrants. 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.

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 group interviews to find out how people, who have recently moved to Britain, feel about living in Britain. [8 marks]

Strengths

- *Can collect qualitative data*
- *Data likely to be valid*
- *The members of the group are likely to spark ideas off each other*
- *Likely to obtain more information*
- *People will probably be more willing to say things if others in a similar situation to them are there*
- *Any other reasonable response*

Weaknesses

- *Low in reliability*
- *May be inhibited by others so therefore less valid*
- *May exaggerate things because others are present*
- *Difficult to identify any patterns and/or trends*
- *Any other reasonable response*
- *Dominant individuals*
- *Sample-small*

AO1

Knowledge and Understanding

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 people who have recently moved to Britain. Responses will accurately address relevant key concepts. There will be few if any errors or grammar, punctuation or spelling.

5-6

The candidate displays knowledge and understanding of one strength and one weakness of using group interviews to find out how people who have recently moved to Britain feel about living in Britain. One may be explained more clearly than the other. The candidate should present 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. Candidates who present either one strength or one weakness should not be rewarded above this level.

1-2

The candidate will display limited knowledge and understanding of one strength or one weakness. Errors of grammar, punctuation and spelling may be noticeable and distracting.

0

No Relevant Sociological Points.

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

Candidates may include the following:

From the text:

- *Many of the European Migrants were older or retired*
- *A significant number were young people with children*
- *Young people tended to live in inland areas*
- *Low levels of integration with the Spanish*
- *60% did not speak good Spanish*
- *Half of them had never read a Spanish newspaper*
- *Many not registered with local doctors*
- *Most did not vote in Spanish elections*
- *Significant number working in the informal economy*
- *Racism.*

From the pie diagrams:

- *As many points with accurate statistical support as possible*

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

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

AO2(a)**Interpretation and Analysis****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 pie diagrams.

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 may be list-like. Answers may describe the data rather than analysing it. Some answers may focus on one type of data but in a detailed way.

1-3

The candidate displays limited ability to select and summarise some of the findings identified in ITEM A. Such candidates will probably only identify one/two pieces of data.

0 No Relevant Sociological Points.

- (d) Outline and explain the research process that you would adopt in collecting qualitative data to find out whether students, who live at home and have just finished their first year at the university nearest to you, feel part of university life.[14 marks]

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-sponsor*
- *Operationalisation of concepts (living at home and being part of university life)*
- *Method/s of collecting qualitative data (semi-structured/unstructured interviews, questionnaires using open ended questions)*
- *Ethical concerns*
- *Relevant key research concepts*

2 The research context

- *Students at the end of their first year*
- *Living at home whilst at university*
- *Being part of university life*

AO1 Knowledge and Understanding (6 marks)

4-6

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

At the top of this level the answer will comprehensively address the context.

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

At the bottom of this level the candidate will show some knowledge and understanding of the research process. This may be undeveloped.

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

1-3

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

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

At the bottom of this level the research responses will be limited. The research context may be ignored and the response is likely to focus on only one element of the process. Candidates may use inappropriate methods such as closed question questionnaires or postal questionnaires.

0

No Relevant Sociological Points.

AO2**Evaluation (8 marks)****7-8**

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

5-6

The candidate will show some ability to explain their choice of research process and justify some elements of that process. Candidates may 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 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 a partial and/or confused way are likely to be in this level

1-2

The candidate will display limited ability to explain one or two aspects of the research process/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.

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

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. Theoretical weaknesses are likely to be addressed. The means of overcoming weaknesses will be clearly stated in a way that addresses the research context. At the top of this level candidates will accurately address theoretical issues in relation to the context and the research process. At the bottom of this level candidates may address theoretical issues. They should address one/two of the key concepts. There will be few if any errors of grammar, punctuation or spelling.

8-10

The candidate will display a wide range or detailed knowledge and understanding of the potential weaknesses of the research process. Some appropriate means of overcoming these weaknesses should be suggested though there may be a tendency to identify weaknesses rather than come up with solutions or suggest solutions to implicit weaknesses. At the top of this level candidates will clearly 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 may only partially address the research context.

1-4

The candidate will display limited knowledge and understanding of one/two potential weaknesses 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.

AO2(b)**Evaluation****[0-8 marks]****7-8**

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

5-6

The candidate will show the ability to evaluate some aspects of the research process and suggest some sociological solutions to the weakness identified, though these may not be fully explored. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics should be addressed though this may be more implicit than explicit.

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 be addressed. Solutions will be basic.

1-2

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

0

No Relevant Sociological Points.

2539 Social Inequality and Difference

- 1 (a) Using Item A, identify two trends in the proportion of age groups living in low income households. (6 marks)

Award one mark for the identification of a trend and up to two marks for the use of evidence (%) from item A to support each. Each trend is worth a maximum of 3 marks. To be awarded full marks the response must show a clear grasp that a trend occurs over time. This is likely to involve the use of different years as a reference point.

Acceptable trends:

- The proportion of children living in poverty has decreased over time.
- The proportion of pensioners living in poverty has decreased over time.
- The proportion of working-age adults living in poverty has remained stable over time.
- The proportion of children living in poverty has remained higher than the other two groups.
- Pensioners and working aged adults have swapped places over time
- Pensioners have seen the most significant decrease over time.

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse the two trends 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 two trends 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 two ways in which the poor in Britain suffer from living in poverty. (6 marks)

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

The ways are:

- Absolute poverty through wages earned
- Relative poverty in comparison to the pay increases of other social groups (middle class/top executives)
- Problems of keeping up with the rent and feeding/clothing the children (can be accepted together or separately)
- Experiencing feelings of worthlessness and/or inferiority
- Feeling undervalued by a society and/or humiliation

AO2 (a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two ways in which the poor in Britain suffer from living in poverty. The two ways will be taken from Item B, and there will be the use of evidence to support both.

1-3

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

0

No relevant sociological points.

- (c) Briefly explain two difficulties sociologists face when using household income to measure poverty in the UK. [12 marks]

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

Difficulties include:

- Accessing the data-the existence of an informal economy
- Ethics
- Data would quickly become out of date/snapshot
- Comparability issues, of those in work and those not in work
- Validity of the data
- Lack of qualitative data
- Regional variation in the cost of living
- Problem of unequal distribution of income within households
- Neglecting the experiences of poverty
- Problems of definitions/measurement.

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of two difficulties sociologists face in using household income to measure poverty in the UK. In this band the difficulties selected will be clearly relevant to research on researching poverty in the UK by focusing on income levels.

7-9

Selects relevant material to provide an analysis of two difficulties sociologists face in using household income to measure poverty in the UK. In this band the points selected are likely to be generalised and not related directly to researching poverty or income levels. Responses in this band may be unbalanced or there may be a list of a number of three or four difficulties left undeveloped.

4-6

Selects some relevant material to provide some analysis of the difficulties sociologists face in using household income to measure poverty in the UK. Responses in this band may select and analyse one difficulty and relate it to the 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 difficulties sociologists face when using household income to measure poverty in the UK. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) Using your wider sociological knowledge, outline the evidence to show that poverty exists in the UK. [22 marks]**

Indicative content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate the evidence that poverty exists in the UK. Answers are likely to focus on the range of social groups most likely to experience poverty, offering evidence for each. These groups would be selected from; underclass, single parent families, pensioners, people with disabilities, homeless, some ethnic groups. Concepts are likely to appear, such as; relative poverty, absolute poverty, cycle of poverty, black magic roundabout, feminization of poverty, poverty trap, culture of poverty, dependency, social exclusion, life chances, marginalisation, relative deprivation, situational constraints. Empirical evidence may come from organisations such as the Low Pay Unit, Department for Work and Pensions, the Joseph Rowntree Foundation or the CPAG. Studies may be used such as Townsend, Mack and Lansley, Beresford, Murray, Saunders. Theoretical evidence is likely to draw on Marxism, neo-Marxism, Functionalist, Weberian and postmodern approaches. The crucial issue to bring out is that there is a case to be made for poverty existing, even if there is debate about definition and measurements. Evidence should be used from across the options they have studied

AO1: Knowledge and Understanding

18-22

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

12-17

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

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to the existence of poverty in the contemporary UK. Answers in this band are likely to generalise accounts of poverty, which may become sidetracked onto issues of definition/measurement. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

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

0

No relevant sociological knowledge or understanding.

- (e) Outline and assess sociological explanations of class inequality in the contemporary UK. [44 marks]

AO1: Knowledge and Understanding (20 marks)

Indicative content (other valid points may be offered)

Expect to see references to a range of different sociological theories and concepts covered in some depth/breadth in the top band. The main emphasis of top band answers should be on the range of sociological explanations offered for class inequality, going beyond a description of class inequality itself. Concepts such as; social exclusion, polarisation, equality of opportunity, cultural and economic capital embourgeoisement, life chances, market situation, status, manual/non manual work, white collar workers, professionals, super rich, underclass, fragmentation, blurring, work rich/work poor. Theories such as Marxism, Weberianism and post modern views may appear. Expect to see writers such as Giddens and Diamond, Saunders, Roberts and Savage

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of class inequality 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 theories 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 class inequality in the contemporary UK. Answers in this band will contain an awareness of the range of explanations/concepts of class inequality but will not necessarily cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as the boundary problems associated with the new working class, 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 class inequality in the contemporary UK. Answers in this band are likely to be generalised accounts of theories or descriptions of class inequality with little focus on the sociological explanations. Answers will contain some knowledge 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 class inequality in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

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

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

Some points of possible evaluation

Sociologists disagree in their explanations for class inequality and this is likely to provide the opportunity for clear evaluative skills. There is a clear argument between the Marxists and the Weberian approaches to explaining class inequality. The debate between the Marxist economic arguments and status arguments of the Weberian approach is likely to feature in responses in L3 and L4. Marxists themselves disagree about the class inequality today, principally the number of classes present and whether this is explained by cultural or material factors and this may form an evaluation too. Some responses may focus on the traditional/new explanations for inequality, for example the new egalitarian views. Juxtaposed answers are likely to offer the Marxist, Weberian, Functionalist and Post Modern views, although they will fail to develop the points of disagreement.

18-24

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

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of the class inequality. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. Answers in this band will show an awareness of theoretical debate, but will fail to develop this much beyond juxtaposition.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of the class inequality. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, e.g. the explanations for the rise of the super rich. Answers at the bottom of this band will show a more than a simple understanding of evaluative points.

1-5

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

0

No relevant evaluative points.

- 2 (a) Using Item A, identify the two ethnic groups within which the difference between the percentage of men working full time and the percentage of men working part time is the greatest. (6 marks)

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

The two ethnic groups showing the largest % difference are:

- White, with a difference of 91% to 9%.
- Indian, with a difference of 91% to 9%.

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse the two ethnic groups showing the largest % difference from item A. The data will be taken from item A, and there will be the use of evidence to support both differences.

1-3

Shows some ability to select and analyse the two ethnic groups showing the largest % difference 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 two forms of diversity amongst new immigrant groups.
(6 marks)

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

The ways are:

- Gender
- Family/single parents
- Age
- Professional status/occupation/education
- Plans for citizenship
- Nationality-place of origin

AO2 (a): Interpretation and Analysis

4-6

Shows the ability to select and analyse forms of diversity among new immigrant groups. The two forms 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 forms of diversity among new immigrant groups. The forms will be taken from Item B, and there is likely to be some use of evidence used in support.

0

No relevant sociological points.

- (c) Briefly explain two methodological difficulties sociologists may face when researching the employment experiences of new immigrant groups in the UK. (12 marks)

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

Difficulties include:

- Operationalisation of employment experiences
- Operationalisation of new immigrant groups
- Choice of time period to be used
- Finding a suitable sample/access/gatekeeper – problem of illegal immigrants, informal economy
- Ensuring reliability in choice of method
- Ensuring validity in choice of method
- Diversity in employment experiences making generalizations difficult.
- Potential language barriers

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of two difficulties sociologists face when researching the employment experiences of new immigrant groups in the UK. In this band the difficulties selected will be clearly relevant to research on employment experiences of new immigrant groups.

7-9

Selects relevant material to provide an analysis of two difficulties sociologists face when researching the employment experiences of new immigrant groups in the UK. 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 three or four difficulties left undeveloped.

4-6

Selects some relevant material to provide some analysis of the difficulties sociologists face when researching the employment experiences of new immigrant groups in the UK. Responses in this band may select and analyse one difficulty and relate it to the 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 difficulties sociologists face when researching the employment experiences of new immigrant groups in the UK. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) Using your wider sociological knowledge, outline the evidence to show that some ethnic groups are more advantaged than others in the contemporary UK. (22 marks)**

Indicative content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate the evidence that some ethnic groups are more advantaged than others in the contemporary UK. Advantages drawn from topics such as income, education, crime, health, media, politics, and workplace are likely to appear. An array of concepts are likely to appear, such as; cultural capital, economic capital, life chances, glass and concrete ceilings, market situation, poverty, racism, relative deprivation, labelling, discrimination, ethnic penalty. Empirical evidence may come from organisations such as the Low Pay Unit, and the CRE Studies may be used from across the specification and may focus on economic, social or cultural advantages. Theoretical evidence is likely to draw on Marxism, Weberianism and post modern views. The crucial issue to bring out is that there are differences between the life chances and advantages offered to and experienced by different ethnic groups. Candidates may choose to compare the experience of White/Black and Asian but the strongest answers will differentiate between different ethnic groups and will focus on advantages.

AO1: Knowledge and Understanding

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to some ethnic groups being more advantaged 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 different ethnic groups, advantages and contemporary material at the top of this band. Candidates who offer wide ranging and detailed knowledge of disadvantages may be placed at the bottom 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 ethnic groups being more advantaged than others in the contemporary UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with a limited range of ethnic groups in depth, focusing clearly on advantages or a broad range with a lack of emphasis on advantages. 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 ethnic groups being more advantaged than others in the contemporary UK. Answers in this band are likely to be generalised accounts of ethnicity and advantage. 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 ethnic groups being more advantaged 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) Assess sociological explanations of ethnic inequality in the contemporary UK.
[44 marks]

AO1: Knowledge and Understanding (20 marks)

Indicative content (other valid points may be offered)

Expect to see references to a range of sociological explanations covered in some depth/breadth in the top band. The main emphasis of top band answers should be on the range of explanations offered, drawing on Marxist, Weberian, functionalist and post modern views. Concepts such as; reserve army, legitimation, exploitation, divide and rule, resistance, social closure, racialised class fractions, assimilation, integration, cultural melting pot, underclass, situational constraints, unified and divided working classes, petit bourgeoisie, ethnic penalty, institutional racism, and hybridity are likely to be used. Expect to see writers such as Gilroy, Miles, Parkin, Rex and Tomlinson, Patterson and Modood.

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of ethnic inequality 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 theory in this band, and candidates will differentiate between various theoretical routes. 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 ethnic inequality in the contemporary UK. Answers in this band will contain an awareness of the range of sociological explanations/concepts but will not cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as the class position of different ethnic groups, or with a broader range of ideas without clear evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of ethnic inequality in the contemporary UK. Answers in this band are likely to be generalised accounts which may neglect to explore the different experiences of ethnic groups. Answers will contain some knowledge of sociological explanations for ethnic inequality 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 ethnic inequality in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

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

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

Some points of possible evaluation

Sociologists clearly disagree in their explanations for ethnic inequality in the contemporary UK and this is likely to provide the opportunity for clear evaluative skills. There is a clear argument between the Marxists, Weberian and functionalist approaches. The debate between the Marxist economic arguments and status arguments of the Weberian approach and the cultural approach of the functionalists should form the basis of responses in L3 and L4. Juxtaposed answers are likely to offer a selection from; the Marxist, Weberian, functionalist and possibly post modern explanations although they will fail to develop the points of disagreement.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on sociological explanations of ethnic inequality in the contemporary UK. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. Answers in this band will focus on the theoretical divisions in some depth, exploring the divisions between the economic and the cultural based explanations. 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 ethnic inequality in the contemporary UK. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. Answers in this band will show an awareness of theoretical debate, but will fail to develop this much beyond juxtaposition.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of ethnic inequality 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. the extent to which racism alone can explain ethnic inequality. Answers at the bottom of this band will show a more than a simple understanding of evaluative points.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on sociological explanations of ethnic inequality 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))
January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2532	Raw	60	42	38	34	31	28	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	68	61	54	47	40	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	42	38	35	32	29	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	47	41	35	30	25	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	44	40	37	34	31	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	70	62	55	48	41	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	9.5	34.4	63.9	86.7	99.4	100	487
7878	7.1	54.8	85.7	95.2	100	100	46

533 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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