

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Advanced GCE**

**SOCIOLOGY**

Power and Control

**2536**

**REVISED SPECIMEN PAPER JUNE 2002 ONWARDS**

Additional materials:

8 page Answer Book

4 page continuation Answer Book

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Answer **one** question.
- Read the whole question paper carefully to make sure you know what you have to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question.
- The total number of marks for this paper is **60**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

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**This specimen paper consists of 3 printed pages and 1 blank page.**

Answer **one** question.

**OPTION 1**

**Crime and Deviance**

- 1 Outline and assess the importance of victim surveys for the sociological understanding of crime and deviance. [60]
- 2 Outline and assess the view that the law is used to oppress the working classes. [60]

**OPTION 2**

**Education**

- 3 Outline and assess the view that the main purpose of education is to encourage individual achievement whilst maintaining social solidarity. [60]
- 4 Outline and assess sociological explanations of social class inequalities in educational attainment. [60]

**OPTION 3**

**Health**

- 5 Outline and assess the biomedical model of health and illness. [60]
- 6 Outline and assess sociological explanations of gender differences and inequalities in health and illness. [60]

**OPTION 4**

**Popular Culture**

- 7 Outline and assess the view that popular culture in the UK is increasingly part of a global culture. [60]
- 8 Outline and assess sociological explanations of how cultural products featuring romance appeal to a female audience. [60]

**OPTION 5**

**Social Policy and Welfare**

- 9 Outline and assess the view that the role of the welfare state is to promote a fair society. [60]
- 10 Outline and assess the impact of housing policy since 1945 on social inequalities. [60]

**OPTION 6**

**Protest and Social Movements**

- 11 Outline and assess sociological explanations of the importance of sexuality for some new social movements. **[60]**
  
- 12 Outline and assess the view that new social movements express cultural values rather than economic interests. **[60]**



**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**Advanced GCE**

**SOCIOLOGY (Power and Control)**

**2536**

REVISED SPECIMEN PAPER JUNE 2002 ONWARDS

MARK SCHEME

**OPTION 1: CRIME AND DEVIANCE****1. Outline and assess the importance of victim surveys for a sociological understanding of crime and deviance. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed knowledge and understanding of a wide-range of concepts, evidence and/or theories relevant to explaining what a victim survey is and how findings are relevant for sociological theories of crime and deviance. There will be accurate references to at least one victim survey such as the British Crime Surveys, the Islington Crime Survey and or other local crime surveys. In this band candidates will relate data to concepts such as the dark figure of crime, the social incidence of victims (and criminals), real concerns about crime and/or the rationality of fearing crime, the impact of and on policing etc. At the top of the band, candidates will present a balanced, logical and coherent answer, which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to explaining the importance of information gained from victim surveys for sociological theories of crime and deviance. Accurate references to at least one victim survey will be made and application of data to concepts will either be detailed but narrowly based or wide-ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to explaining the importance of information gained from victim surveys for sociological theories of crime and deviance. Responses in this band are likely to provide a rather basic account of victimisation through not attributing data specific surveys and/or 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 theories relating to victim surveys. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a discussion of crime statistics generally or of self-report studies. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of the importance of victim surveys for a sociological understanding of crime and deviance. This will focus on a number of theories and issues, e.g. theoretical critiques of the accuracy of the OCS, improved understanding of the social incidence of crime and of victims, the significance of fear of crime, the critique of policing, the development of realist approaches, the connection to funding and policy, the neglect of female victims in 'malestream' sociology.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the impact of victim surveys on sociological theories of crime and deviance. Responses in this band will either be narrowly focused on one issue and one sociological theory, for example the limitations of the OCS or the development of NLR, or offer a less developed analysis of a range of implications.

**[5-8]** Selects some relevant material to provide a basic analysis of the impact of victim surveys on sociological theories of crime and deviance. Relevant points will be made but either the connection to sociological theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of at least one appropriate point relevant to the impact of victim surveys on sociological theories of crime and deviance. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material may raise issues concerning: the limitation of victim surveys, e.g. victimless crimes and of the survey method in general, the definition of crime employed in victim surveys, findings which reinforce what is already known and which have little impact on theory. More positive evaluations may refer to an improved understanding of the processes involved in the construction of OCS, an improved understanding of the location and social incidence of victims and the causes of crime, policy implications for the police and for politicians, the development of feminist approaches leading to an improved understanding of the position of women in society. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the impact of victim surveys or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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, or poorly focused (for example, on 'the victims of crime' and the importance of victim support groups).

**[1-4]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0]** No relevant evaluative points.

**2 Outline and assess the view that the law is used to oppress the working classes.****[60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed knowledge and understanding of a wide-range of concepts, evidence and/or theories relevant to explaining the view that the law is used to oppress the working classes. There will be accurate references to Marxist theory. In this band candidates will relate data to concepts such as ideology, ideological and repressive state apparatuses, hegemony, criminalisation and control, scapegoats, moral panic etc. Expect to see references to theorists like Marx, Althusser, Box, Hall, Gilroy, Taylor, Walton and Young. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to explaining the view that the law is used to oppress the working classes. There will be accurate references to Marxist theory. Application of data to concepts will either be detailed but narrowly based, for example a good account of a particular study or theorist, or wide-ranging but lacking in detail. Answers will be balanced, logical and coherent and will address the question. There may be errors of grammar, punctuation and spelling.

**[8-14]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to explaining the view that the law is used to oppress the working classes. Responses in this band are likely to provide a rather basic account of Marxist views, for example through neglecting to attribute views or empirical data and/or 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 and theories relating to the role of law. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a discussion of working class crime generally or of the limitations of OCS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of the view that the law is used to oppress the working classes. Answers in this band will relate law and control to issues of power and legitimacy and in doing so may draw from a number of theories and issues, e.g. at a theoretical level Marxist and neo-Marxist accounts of the role of law and how these relate to Marxist views of society in general; at an empirical level studies of particular moral panics, studies of the policing of different groups within the working class such as the miners, those involved in urban riots, mugging, drug-dealing, hooliganism, dance culture, ecological protest, travelling, juvenile crime.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that the law is used to oppress the working classes. Responses in this band are likely to be less clear about how the law relates to legitimacy and power. They will either be narrowly focused on one issue and/or one or two concepts and theorists, for example on moral panics and working class scapegoats, or offer a less developed analysis of the implications of a range of issues.



**[5-8]** Selects some relevant material to provide a basic analysis of the view that the law is used to oppress the working classes. Relevant points will be made but either the connection to sociological theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to the view that the law is used to oppress the working classes. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material may raise issues concerning: the extent to which the working classes are criminalised i.e. the view is more appropriate as an explanation of the criminalisation of other powerless groups for example young males and especially young black males, whether it explains the experiences of women, whether it is too idealistic, whether it can account for state and corporate crime in non class-divided societies. More positive evaluations may refer to an understanding of crime as a form of resistance, as a response to powerlessness, and locate this aspect of Marxist views within class conflict and the 'criminal' actions of the more powerful more generally. This view has also been more widely applied to explain high rates of crime among the powerless. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weakness of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the role of law in relation to the working classes or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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, or poorly focused (for example, on crimes of the powerful, on ethnicity and crime with no reference to class, on why we shouldn't trust criminal statistics etcx).

**[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.

**OPTION 2: EDUCATION****3 Outline and assess the view that the main purpose of education is to encourage individual achievement whilst maintaining social solidarity. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed knowledge and understanding of a wide-range of concepts, evidence and/or theories relevant to explaining how the education system promotes both individualism and social solidarity and attempts to reconcile them. There will be accurate references to functionalist theory. In this band candidates will relate data to concepts such as the transmission of collective values or the promotion of a collective consciousness, social integration and moral regulation, organic solidarity, the curriculum and hidden curriculum, meritocracy, achievement and role allocation. Expect to see references to theorists like Durkheim, Parson, Fletcher, Davis and Moore and possibly Bernstein. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to explaining how the education system promotes both individualism and social solidarity and attempts to reconcile them. Accurate references to at least one version of functionalism will be made and application of data to concepts will either be detailed but narrowly based or wide-ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to explaining how the education system promotes both individualism and social solidarity and attempts to reconcile them. Responses in this band are likely to provide a rather basic account of functionalism through not focusing directly on reconciling individualism and social solidarity and/or 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 theories relating to a relevant function of education. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a discussion of educational experiences generally or vague references to power and ideology. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of how the education system promotes both individualism and social solidarity and attempts to reconcile them. This will focus on a number of theories and issues e.g. theoretical analysis of the role of education in maintaining society and how education is linked to wider society, e.g. to the economy or to stratification; achievement as a core value, meritocracy, equality of opportunity and inequality of outcome; the parts played by the organisation of the school, the curriculum and the examination system. There may be attempts to apply theories and concepts to issues concerning educational policy and provision, e.g. to vocational education, work experience placements, PSE.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of how the education system promotes both individualism and social solidarity and attempts to reconcile them. Responses in this band will either be narrowly focused on one issue and one sociological theory, for example how Durkheim saw this problem as emerging from an increasingly specialist division of labour, or offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of how the education system promotes both individualism and social solidarity and attempts to reconcile them. Relevant points will be made but either the connection to sociological theory is vague or application is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to this function of the education system. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material may raise issues concerning whether there are any core values which are widely shared, whether value consensus or social solidarity exist, the extent to which education is a meritocracy, the extent to which it discourages rather than promotes individualism, the success of education in achieving those goals stressed by functionalism, whether the role of education is better explained by an alternative theory or theories, e.g. Marxism or social action theory. More positive evaluations may refer to the lasting significance of some theorists, e.g. Durkheim, either for other theorists or for contemporary policy issues. (Note that evaluative skills may be strong in responses which are narrow in other respects.) At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weakness of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the role of education or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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, or poorly focused (for example, on explanations of why inequality is functionally necessary or on why certain groups are likely to underachieve).

**[1-4]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0]** No relevant evaluative points.

**4 Outline and assess sociological explanations of social class inequalities in educational attainment. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed knowledge and understanding of a wide-range of concepts, evidence and/or theories relevant to explaining social class inequalities in educational attainment. There will be accurate references to more than one sociological theory, e.g. functionalism, Marxism, versions of social action theory. Candidates in this band will relate relatively up-to-date data to a range of concepts drawing from the curriculum and hidden curriculum, e.g. economic, cultural and educational capital; cultural reproduction; sub-cultural values and the transition between school and work; material and cultural deprivation; streaming, labelling and teacher expectation; classroom knowledge, language codes, etc. Expect to see references to studies such as those by Bowles and Gintis, Bourdieu, Willis, Douglas, Halsey et al., Davis and Moore, Hargreaves, Ball, Lacey and Bernstein. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to explaining social class inequalities in educational attainment. Responses in this band will either be narrowly based, for example concentrating on one theoretical position, but application of data to concepts will be detailed, or theoretical references may be more wide-ranging but exposition of concepts and evidence is more limited. 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 theories relevant to explaining social class inequalities in educational attainment. Responses in this band are likely to provide a basic account of sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on social class may not be sustained. There may be some errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to social class and education. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a discussion of gender inequalities which includes some references to concepts relevant to social class inequalities. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a): Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of how sociologists explain social class differences in educational attainment. This will focus on a number of theories and issues, e.g. the role of education in class-divided society; micro explanations focused on the organisation of the school, the curriculum and the classroom; the relationship between social class values in communities and the home and the values of the education system and school; the extent to which success and failure are transmitted and passively received and the extent to which they are actively negotiated. There may be attempts to apply theories and concepts to specific issues, e.g. to private education.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of how sociologists explain social class differences in educational attainment. Responses in this band will either be narrowly focused on one aspect of the issue, e.g. failure, or on one sociological theory, for example on within-school explanations, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of how sociologists explain social class differences in educational attainment. Relevant points will be made but either the connection to sociological positions and/or social class is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to social class and education. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material may raise issues concerning the continuing significance of social class differences, for example whether these remain clear in statistics on success and failure or whether given current staying-on rates, improved performance at GCSE and government targets concerning Advanced and Degree level study, social class differences are disappearing; it may be suggested that region, gender and ethnicity are more significant issues and/or that effective management and school improvement are more significant; evaluation should include an assessment of how well alternative theories explain the situation. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about social class inequalities in education or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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, or poorly focused (for example, on explanations of why inequality is functionally necessary).

**[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.

**OPTION 3: HEALTH****5 Outline and assess the biomedical model of health and illness.****[60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed knowledge and understanding of a wide-range of concepts, evidence and/or theories relevant to explaining the biomedical model of health and illness. There will be accurate references to sociological explanations of the biomedical model and, possibly, to different theoretical explanations of the prominence of this model (which may simply be referred to as western medicine). The model's approach sees disease as organic or physical, the body as a functioning machine which has been temporarily invaded by an alien intrusion (e.g. a germ or virus), the doctor as a body mechanic aiming to cure the body by treating it scientifically (e.g. with a cocktail of drugs) in a medical environment (a clinic or hospital). There may be references to theorists like Hart, McKeown or Turner. It is likely that the model will be outlined from a critical perspective in which case references may draw from functionalism, Marxism, social action theory and postmodernism as sociological explanations of the power of medicine in which case expect to see references to theorists like Parson, Foucault, Friedson, Szasz, or possibly some feminist writers. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to explaining the biomedical model of health and illness. Responses in this band will either be narrowly based, for example concentrating on one theoretical position on the power of medicine, but application of data to concepts will be detailed, or theoretical references may be more wide-ranging but exposition of concepts and evidence is more limited. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to explaining the biomedical model of health and illness. Responses in this band are likely to provide a rather general account of sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on the biomedical model may not be sustained and the response may drift into an account of health inequalities. There may be errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to the biomedical model. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of gender inequalities which includes some references to concepts relevant to the biomedical model. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of how sociologists interpret the biomedical model and the power of western medicine in society. This may focus on a number of theoretical critiques and/or on specific issues, e.g. theoretical analysis of the role of medicine in maintaining a cohesive and stable society or the role of medicine in class-divided society; micro explanations focused on the organisation of medicine and the power of the medical profession, medical discourse as power. There may be attempts to apply theories and concepts to specific issues, e.g. to the rise and role of psychology and psychological discourse in relation to the social construction of mental illness and the social control of those labelled mentally ill, or to the intervention of medicine into issues surrounding pregnancy, childbirth and motherhood.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of how sociologists interpret the biomedical model and the power of west medicine in society. Responses in this band will either be narrowly focused, for example on Marxist explanations of the role and power of western medicine, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of how sociologists interpret the biomedical model and the power of western medicine in society. Relevant points will be made but either the connection to sociological positions and/or the biomedical model is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of the biomedical model of health and illness. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material will raise issues concerning the social nature of health and illness but this could be rooted in any one of a number of different approaches, e.g. socio-economic explanations of improvements in health; the social construction of health and illness; power, social control and medicine as discourse. Whichever approach is adopted evaluation should included a specific assessment of the biomedical model. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising, some arguments about the biomedical and alternative models of health and illness or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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, or poorly focused (for example, on explanations of doctor-patient relationships or on the inefficient allocation of medical resources).

**[1-4]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0]** No relevant evaluative points.

**6 Outline and assess sociological explanations of gender differences and inequalities in health and illness. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed knowledge and understanding of a wide-range of concepts, evidence and/or theories relevant to sociological explanations of gender differences and inequalities in health and illness. There will be accurate references to evidence concerning the pattern of gender inequalities in health and illness, for example to mortality and morbidity statistics and to differences in the patterns of illnesses, (e.g. cancers, mental disorders). Answers in this band should refer, at least briefly, to men and women. It is likely that sociological explanations of inequalities will draw from theoretical perspectives including feminisms, social construction theory, materialist and cultural explanations and postmodernism. Good answers need not cover all of these approaches. Expect some references to theorists like Turner, Oakley, Doyal, McIntyre, Foster, Brown and Harris. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to sociological explanations of gender differences and inequalities in health and illness. Responses in this band will either be narrowly based, for example concentrating only on women, but application of data to concepts will be detailed, or references may be wide-ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to sociological explanations of gender differences and inequalities in health and illness. Responses in this band are likely to provide a rather basic account of sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example, the focus on gender may not be sustained and the response may drift into a generalised account of inequalities. There may be some errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to gender differences and inequalities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of class inequalities which includes some references to concepts relevant to gender. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of sociological explanations of gender differences and inequalities in health and illness. This may focus on a number of theoretical critiques and/or on specific issues, e.g. theoretical analysis of the social construction of illness, gender roles and the link to social control (medical discourse as power); cultural and material explanations rooted in structures and values; gender and doctor-patient relationships. There may be attempts to apply theories and concepts to specific issues, e.g. to the social construction of mental illness, nervous disorders and anxiety or hysteria; medical discourse on the body, and the social construction of anorexia; the intervention of medicine into issues surrounding pregnancy, childbirth and motherhood.



**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of gender differences and inequalities in health and illness. Responses in this band will either be narrowly focused for example on structural *or* cultural explanations of the roles of men and women and how this is linked to morbidity and mortality (a good account of both structural and cultural explanations could be in the top band), or they will offer a less-developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of sociological explanations of gender differences and inequalities in health and illness. Relevant points will be made but either the connection of sociological explanations is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of gender differences or inequalities in health and illness. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material will raise issues concerning the social nature of health and illness but this could be rooted in any one of a number of different approaches, e.g. an evaluation of structural and cultural explanations of gender inequalities in health; the social construction of health and illness; power, social control and medicine as discourse. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about gender differences and inequalities in health and illness or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on the inefficient allocation of medical resources).

**[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.

**OPTION 4: POPULAR CULTURE****7 Outline and assess the view that popular culture in the UK is increasingly part of a global culture. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed and precise knowledge and understanding of a wide range of sociological concepts, evidence and/or theories relevant to the view that popular culture in the UK is increasingly part of a global culture. This may draw upon various theories, e.g. Marxism, functionalism and post-modernism *or* concentrate on outlining 'the view' from one particular theoretical approach. The concept of globalisation should be clearly applied to culture but this may be done in a number of ways, for example there may be a focus on media structures (as TNCs) or on media content (film, TV, music, computer games, etc.). Alternatively, it would be legitimate to focus on fashion, food, shopping, clubbing, tourism or sport. There may be references to McLuhan, McDonaldisation, Giddens, Hall, Turner, Lash and possibly to Frankfurt School theorists. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that popular culture in the UK is increasingly part of a global culture. Responses in this band will either be narrowly based, for example concentrating only on television, but application of data to concepts will be detailed, or references may be wide ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to the view that popular culture in the UK is increasingly part of a global culture. Responses in this band are likely to provide a rather basic account of one or more sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on culture may not be sustained and the response may drift into a generalised account of globalisation. There may be errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to globalisation and culture. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of media effects which includes some references to concepts relevant to globalisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material and theories to provide a clear analysis of the view that popular culture in the UK is increasingly part of a global culture. This may focus on studies of particular issues, e.g. 'McDonaldisation', Hollywood, the tourist gaze or on theoretical contributions to this issue, e.g. post-modernism, cultural imperialism, versions of the mass culture or global village debate.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of the view that popular culture in the UK is increasingly part of a global culture. Responses in this band will either be narrowly focused, for example on structural explanations of concentration and conglomeration in the media, or on a limited aspect of media content such as global news agencies, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of sociological explanations of the view that popular culture in the UK is increasingly part of a global culture. Relevant points will be made but either the connection to sociological explanations is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of globalisation and culture. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material will raise issues concerning the extent and impact of globalisation upon culture; reactions to globalisation, including the reinforcement of national or regional identities and the activities involved in deconstructing cultural images and in constructing sub-cultural identities; some emphasis is likely to be given to alternative theoretical explanations, e.g. to economic and/or cultural determinism, post-modernism and symbolic activity and to the relative significance of various factors, e.g. class, work, community and 'lifestyle shopping' in the formation of cultural identities. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about globalisation and popular culture or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on models of media effects).

**[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 sociological insights.

**8 Outline and assess sociological explanations of how cultural products featuring romance appeal to a female audience. [60 marks]**

*AO1: Knowledge and Understanding*

NB At present resources on this new option, aimed specifically at an A-level audience, are limited and this should be taken into account when allocating marks.

**[22-28]** Demonstrates detailed and precise knowledge and understanding of a wide range of sociological concepts, evidence and/or theories relevant to sociological explanations of how cultural products featuring romance appeal to a female audience. More than one sociological explanation should be recognised, e.g. manipulative or ideological models of media content and, possibly, the link to feminist approaches to socialisation more generally, uses and gratification theory, cultural effects theory. These may be applied to any one, or more, of a range of cultural products including girls' and women's magazines, novels, soap operas and romantic films. The specifically 'feminine' features of the chosen genre, e.g. content, setting, narrative plot, etc. should be recognised. Expect to see references to studies, drawing from (according to the examples employed) Ferguson, McRobbie, Meehan, Ang, Modleski, Seiter et al. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to sociological explanations of how cultural products featuring romance appeal to a female audience. Responses in this band will either be narrowly based, for example concentrating on one study of one genre, but application of data to concepts will be detailed, or references may be wide ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to sociological explanations of how cultural products featuring romance appeal to a female audience. Responses in this band are likely to provide a rather basic account of one or more sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on romance may not be sustained and the response may drift into a generalised account of gender representation. There may be errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to romance and female audiences. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of media representations of women which includes some references to concepts relevant to romance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear illustrative analysis of sociological explanations of how cultural products featuring romance appeal to a female audience. This may focus on studies of women's magazines, particular soap operas, e.g. Dallas, on particular romantic films or on the genre itself. Depending on the illustrative material chosen, the focus will be on domesticity, desire and the narrative structure of boy meets girl (attraction, misunderstanding, the promise of closure, closure) emotional problems, relationships, etc. It would also be appropriate to focus on theoretical debates relevant to this issue, for example 'trickle down' and ideology or 'cultural effects' and the pleasure of the text.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of how cultural products featuring romance appeal to a female audience. Responses in this band will either be narrowly focused, for example on one or two studies of women's magazines, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of sociological explanations of how cultural products featuring romance appeal to a female audience. Relevant points will be made but either the connection to sociological positions is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of the appeal to female audiences of cultural products featuring romance. This may appear within a longer but largely irrelevant analysis, e.g. of media representations of women, otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Evaluation may assess the adequacy of specific theories, e.g. manipulative models, compared to other theoretical approaches; or assess accounts of the symbolic work of audiences in consuming ideologies of romance; or assess the view that the appeal of romance is exclusively female or how female audiences are differentiated. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about romance and female audiences or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on media representations generally).

**[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 sociological insights.

**OPTION 5: SOCIAL POLICY AND WELFARE****9 Outline and assess the view that the role of the welfare state is to promote a fair society. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed and precise knowledge and understanding of a wide range of concepts, evidence and/or theories relevant to the view that the role of the welfare state is to promote social justice. There will be accurate references to theoretical assumptions underpinning this view which may be recognised as a social democratic, and possibly liberal, model of the role of the welfare state. Key concepts include the notion of state intervention, universal welfare provision, citizenship, the promotion of social justice, the promotion of distributive justice, the promotion of desirable social goals (generally linked to the notion of positive freedom, i.e. autonomy, freedom to participate and achieve) and of social order. There may be references to theorists like Beveridge, Marshall, Titmuss, Townsend, George and Wilding. (The model might be presented 'negatively', i.e. as the opposite to a free market or market liberal view.) It is likely that the model will be outlined within a particular context (e.g. poverty, health, education). At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that the role of the welfare state is to promote social justice. Responses in this band will either be narrowly based, for example concentrating exclusively on poverty, but application of data to concepts will be detailed, or references may be wide ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to the view that the role of the welfare state is to promote social justice. Responses in this band are likely to provide a rather basic account of one or more sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on the role of the welfare state may not be sustained and the response may drift into an account of inequalities in the distribution of income and wealth. There may be some errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to this view of the role of the welfare state. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of inequalities in income and wealth which includes some references to concepts relevant to this view of the role of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of how sociologists interpret the role of the welfare state. This may focus on a number of theoretical critiques and/or on specific issues, e.g. theoretical analysis of the role of the welfare state in society, whether it promotes social cohesion (a middle way) or a culture of dependency (the new right) or the interests of the powerful in class-divided society (Marxist views); micro explanations might focus on the organisation of welfare and the work of welfare professionals, e.g. to feminist views on welfare discourse as power and ideology; issues involving employment and training schemes, private and public provision in health and education, pensions, etc. may be vehicles for advancing discussion.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of how sociologists interpret the role of the welfare state. Responses in this band will either be narrowly focused, for example on Marxist critiques of the role of the state, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of how sociologists interpret the role of the welfare state. Relevant points will be made but either the connection to sociological positions is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of the role of the welfare state. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material may raise theoretical issues concerning the validity of assumptions underpinning various models and whether evidence supports this particular view of welfare provision or concentrate on empirical evidence concerning, e.g. whether the welfare state does promote distributive justice or on whether it is responsive to need or on practical/social policy issues, e.g. the cost of provision and structure of provision. Whichever approach is adopted evaluation should include a specific assessment of the social democratic view (or of the view in question if not labelled as social democratic). At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about this view of the role of state welfare or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on class inequality generally).

**[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 impact of housing policy since 1945 on social inequalities.****[60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed and precise knowledge and understanding of a wide range of concepts, evidence and/or theories relevant to sociological explanations of the impact of social policy on housing since 1945 on social inequalities. There will possibly be some reference to industrialisation, e.g. concerning social problems connected to housing (like overcrowding, poor facilities and associated problems, and homelessness) in order to place the issue in context. However, good answers should concentrate on post-war developments in housing and the link to social inequalities. There should be accurate reference to empirical evidence, concerning patterns of housing type, which should be related to theoretical perspectives *either* on welfare provision, e.g. social democracy, new right and welfare pluralism *or* on the role of government and local government, e.g. municipal socialism, corporatism, urban managerialism *or* on models of social or housing classes, e.g. to housing as one dimension of stratification involving unequal life chances and leading to the adoption of closure strategies. This may be applied to class, ethnicity and gender. Expect references to draw from theorists like Beveridge, Marsland, Le Grand, Rex and Moore, Saunders, Morris and Winn, Taylor et al. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and theories relevant to sociological explanations of the impact of social policy on housing since 1945 on social inequalities. Responses in this band will either be narrowly based, for example concentrating only on ethnicity, but application of data to concepts will be detailed, or references may be wide ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to sociological explanations of the impact of social policy on housing since 1945 on social inequalities. Responses in this band are likely to provide a rather basic account of one or more sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on housing inequality may not be sustained and the response may offer a generalised account of different theories of welfare. There may be errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to housing, social policy since 1945 and inequality. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of the role of the state which includes some references to concepts relevant to housing and inequality. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of sociological explanations of the impact of social policy on housing since 1945 on social inequalities. This may focus on theoretical or empirical issues, e.g. theoretical analysis of the impact on social inequality of policies influenced by the new right since 1979 (privatisation, deregulation, sale of council houses to tenants and to housing associations) or on new right or Marxist critiques of the success of state provision of housing and related measures (taxation, benefits and subsidies) in reducing inequality. There may be attempts to apply theories and concepts to specific studies, e.g. to community studies like Rex and Moore.



**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of the impact of social policy on housing since 1945 on social inequalities. Responses in this band will either be narrowly focused, for example on ethnicity, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of sociological explanations of the impact of social policy on housing since 1945 on social inequalities. Relevant points will be made but either the connection to sociological explanations is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of social policy on housing since 1945 and inequality. This may appear within a longer but largely irrelevant analysis, for example of employment inequality, otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material will probably raise issues concerning whether state intervention is designed to reduce inequalities and promote social justice or whether it is designed to pacify and maintain social control; whether, even if it is designed to promote social justice, it is effective in reducing inequality and whether, in recent years, favoured policies have actually increased inequality. Some sophisticated answers may question the link between housing classes and social classes or raise issues concerning whether class, ethnicity or gender is the most important dimension of inequality where housing is concerned. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about the impact of social policy on housing on social inequality or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on problems stemming from industrialisation).

**[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.

**OPTION 6: PROTEST AND SOCIAL MOVEMENTS****11 Outline and assess sociological explanations of the importance of sexuality for some new social movements. [60 marks]***AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed and precise knowledge and understanding of a wide range of sociological concepts, evidence and/or theories relevant to sociological explanations of the significance of sexuality for some new social movements. This may draw upon various aspects of post-modernism, e.g. there may be references to post-structuralism or post-Fordism as well as post-modernism, and probably to feminist critiques of the relevance of other theories, like Marxism, for women. The concept of sexual politics should be clearly addressed and this may be done in a number of ways. For example there may be a focus on factors leading to the development of women's liberation and of (various types of) feminism, such as involvement in political or civil rights issues, sexual liberation and tensions in traditional roles, educational success and tensions in the labour market and, particularly, sexual violence and sexual harassment; *or* candidates might focus on studies of a particular aspect of the women's movement, such as the peace movement, in which sexual identity is deemed significant; *or* there may be references to factors leading to new social movements focused on 'political' representation for gays including violence ('queer-bashing'), discrimination, legislation, AIDS, parenting and civil rights generally, economic power and the 'pink pound'; *or* they may focus on issues concerning the death of class, the end of ideology and social, economic and political change more generally. Key concepts include class; patriarchy; ideology, social control and resistance; the notion of private and public spheres; the personal as political and the significance of alternative sources of identity in a post or late industrial society. There may be references to theorist like Scott, Hallsworth, Mitchell, Friedan, Walby, Plummer, Craib, Whittle and/or to liberal, Marxist and radical feminists. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to sociological explanations of the significance of sexuality for some new social movements. Responses in this band will either be narrowly based, for example concentrating only on the development of one theoretical position or on reaction to negative media representations or employment possibilities, but application of data to concepts will be detailed, or references may be wide ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to sociological explanations of the significance of sexuality for some new social movements. Responses in this band are likely to provide a rather general account of one or more new social movements in which sexuality has some significance either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on new social movements may not be sustained and the response may drift into a generalised account of gender inequalities. There may be errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to sexuality and new social movements. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of the sexual division of labour which includes some references to concepts relevant to sexuality and/or new social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of sociological explanations of the significance of sexuality for some new social movements. This may focus on studies of particular issues, e.g. groups organising against sexual violence or aspects of the social control of sexuality and sexual discrimination generally or on theoretical contributions to this issue, e.g. the increasing significance of sexual identity, and meanings associated with sex and gender, in the shift from modernity to post-modernity, the development of feminism.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of sociological explanations of the significance of sexuality for some new social movements. Responses in this band will either be narrowly focused, for example on sexual violence and political support for refuges, rape crisis centres and specialist police units, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of sociological explanations of the significance of sexuality for some new social movements. Relevant points will be made but either the connection to sociological explanations is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of sexuality and new social movements. This may appear within a longer but largely irrelevant analysis otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b) : Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Critical material may raise issues concerning the significance of sexuality against other factors, for example whether sexual politics is part of a 'rainbow coalition' of generally middle class concerns, or theoretical issues concerning how certain sociological theoretical traditions have missed the significance of this dimension of power, inequality, protest and identity. However, evaluation is more likely to be supportive and consist of an explanation(s) of what it is that certain new social movements are confronting and how and why they are confrontational. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about sexuality and new social movements or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on notions of conformity and deviance).

**[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 sociological insights.

**12 Outline and assess the view that new social movements express cultural values rather than economic interests. [60 marks]**

NB At present resources on this new option, aimed specifically at an A-level audience, are limited and this should be taken into account when allocating marks.

*AO1 : Knowledge and Understanding*

**[22-28]** Demonstrates detailed and precise knowledge and understanding of a wide range of sociological concepts, evidence and/or theories relevant to the view that new social movements express cultural values rather than economic interests. This may draw upon various aspects of post-modernism, e.g. there may be references to post-structuralism or post-Fordism as well as post-modernism, which may be contrasted with theories stressing political activity as a reflection of economic interest. The concept that NSMs express cultural values should be clearly addressed and this may be done in a number of ways. For example there may be a focus on studies of particular social movements, including movements expressing sexuality or ethnicity, movements advocating animal rights or environmental issues, or new religious movements. Key concepts include economic and social change; the decline of class as a source of identity; the loss of authority, legitimacy and certainty with regard to the State and political parties; secularisation; risk; the emphasis on direct action; the increasing emphasis on difference, autonomy and cultural or ideological struggle. There may be references to theorists like Scott, Touraine, Giddens, Beck and Frankfurt School theorists like Marcuse and Habermas. At the top of the band, candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21]** Demonstrates knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that new social movements express cultural values rather than economic interests. Responses in this band will either be narrowly based, for example focusing exclusively on a particular campaign to prevent a road being built, but application of data to concepts will be detailed, or references may be wide ranging but exposition of concepts and evidence is limited in depth and 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 theories relevant to the view that new social movements express cultural values rather than economic interests. Responses in this band are likely to provide a rather general account of one or more sociological theories either through vague and imprecise references to concepts and evidence or because the response is eclectic, for example the focus on cultural values may not be sustained and the response may drift into a generalised account of protest. There may be errors of grammar, punctuation and spelling.

**[1-7]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theories relating to NSMs and cultural values. Material will display some limited balance, coherence and/or logic and will be of marginal relevance, e.g. a tangential discussion of issues important to the electorate which includes some references to concepts relevant to NSMs and cultural values. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant sociological knowledge and understanding.

*AO2(a) : Interpretation and Analysis*

**[13-16]** Selects and organises relevant material to provide a clear analysis of the view that new social movements express cultural values rather than economic interests. This may focus on specific case studies, e.g. aspects of the women's movement or gay pride, ethnicity, movements advocating animal rights or environmental issues, new religious movements and youth subcultures (e.g. dance culture and the Criminal Justice Act). There will probably be some reference to aims, values, forms of action in order to illustrate lifestyle, cultural values and difference or on a more theoretical approach emphasising social change, the impact of globalisation, post-modernism and identity.

**[9-12]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the view that new social movements express cultural values rather than economic interests. Responses in this band will either be narrowly focused, for example on one study of the women's movement, or they will offer a less developed analysis of a range of points.

**[5-8]** Selects some relevant material to provide a basic analysis of the view that new social movements express cultural values rather than economic interests. Relevant points will be made but either the connection to sociological explanations is vague or analysis is partial and confused. Relatively little support will be offered in the form of studies.

**[1-4]** Refers to, and makes a limited interpretation of, at least one appropriate point relevant to an interpretation of the view that new social movements express cultural values rather than economic interests. This may appear within a longer but largely irrelevant analysis, e.g. of class de-alignment in voting, otherwise detail and accuracy will be very limited.

**[0]** No relevant sociological points.

*AO2(b): Evaluation*

**[13-16]** Demonstrates the ability to balance evaluation of evidence and appropriate sociological theories in a reasoned and coherent argument, sustaining relevance and engaging with the issue. Evaluation may assess the adequacy of specific theories, e.g. post-modernism compared to critical theory; or assess the extent of social change, e.g. how far do NSMs differ from older social movements; or assess the significance of new social movements, e.g. numbers involved, chances of political success; or assess the extent to which *all* new social movements express a shift in political affiliation, culture, identity and difference, e.g. it might be argued that some new social movements, such as aspects of the women's movement, express the economic interests of middle class women. At the bottom of this band expect to see responses which adapt pre-rehearsed evaluative comments to the question, in which assessment is focused on alleged strengths and weaknesses of alternative sociological perspectives in this area of sociology while the specific dimension of the question is relatively unexplored.

**[9-12]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements or summarising some arguments about new social movements and difference or by advancing a clear but relatively one-sided argument developing some aspects of evaluation more thoroughly than others.

**[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 lists of points, asserted with basic explanation, or poorly focused (for example, on politics generally).

**[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 sociological insights.

## ASSESSMENT MATRIX: A2

This assessment matrix underpins the marking schemes for units 2536, 2537, 2538 and 2539. This ensures consistency of standard between these units and clear progression from AS.

	<b>ASSESSMENT OBJECTIVE 1</b>	<b>ASSESSMENT OBJECTIVE 2</b>
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.
<b>Levels of achievement</b>	<b>Knowledge and Understanding (inc. Presentation and Communication)</b>	<b>Interpretation and Analysis</b>
4	The candidate will show wide-ranging and detailed knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a balanced, 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.	The candidate will show the ability to select and analyse different types of data, to relate evidence to theory and apply such skills to data.
3	The candidate will display a wide range or detailed knowledge and understanding, or a balance of both, of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will select from and analyse different types of data, and show some ability to relate evidence to theory.
2	The candidate will display a basic range of knowledge and understanding of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which has some elements of balance, coherence and/or logic and which partially addresses the question. There may be some errors of grammar, punctuation and spelling.	The candidate will display some ability to interpret different types of data and evidence.
1	The candidate will display limited knowledge and understanding of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material which will display some limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	The candidate will display limited ability to deal with one or more type(s) of data.
		<b>Evaluation</b>
		The candidate will show the ability to make a balanced evaluation of specific sociological arguments based on the available evidence, methods and explanations. The candidate will show the ability to make a balanced evaluation of some of the points to be derived from the available methods and evidence. The candidate will show the ability to make a basic balanced evaluation of evidence and argument.
		The candidate will display a simple understanding of at least one issue involved in evaluation