



GCE MARKING SCHEME

**SOCIOLOGY
AS/Advanced**

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE SOCIOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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SY1

Q.1 (a) With reference to the item, and your own knowledge, explain the meaning of the term nurture. [5]

Answers should be fully rewarded for accuracy and relevance. Candidates may refer to the following:

- Nurture as learnt behaviour.
- Nature v nurture.
- Socialisation - primary / secondary.
- Examples of learned behaviour.

Marks	AO1
3	There will be relevant points made which identify the meaning of the term, displaying a detailed and clear understanding of the term including reference to norms and values. Reference will be made to the item.
2	There will be some understanding of the term which is illustrated through the use of examples.
1	There will be basic understanding of the term with misunderstanding evident.
0	No relevant points will be made.

Marks	AO2
2	Detailed understanding is displayed through clear explanation.
1	There will be some analysis.
0	No explanations offered.

(b) Using material from the item, and your own knowledge, describe and explain how any two agents of socialisation influence the behaviour of children? [10]

- The focus of the answer should be on the process of socialisation.
- Terms such as sanction, role model, imitation should be expected / rewarded.
- The best answers will refer to specific examples focussing on children.

Other relevant ideas that may be valid and worthy of credit.

Marks	AO1 (5)	AO2 (5)
4 - 5	<p>There are a number of specific, correct and relevant points made.</p> <p>Correct sociological terminology will be used in such a way as to display explicit knowledge and understanding.</p> <p>The quality of written communication will be good.</p> <p>Reference will be made to item.</p> <p>Additional sociological knowledge will be present.</p>	<p>Appropriate examples and explanations of the processes or agencies described will be apparent.</p> <p>Analysis will be explicit.</p>
2 - 3	<p>There will be some relevant points made.</p> <p>Some sociological language may be present.</p> <p>There may be some errors of punctuation, spelling and grammar.</p> <p>There may be reference to the item or additional sociological knowledge.</p>	<p>Some appropriate examples and explanations of the processes or agencies described will be apparent.</p> <p>Analysis will be implicit.</p>
1	<p>There is little evidence of sociological content.</p> <p>Answers will be common sense in approach.</p>	<p>Limited use of appropriate examples and explanations of the processes or agencies described will be apparent.</p>

Families and Culture

Q.2 (a) Outline and explain reason for the growth in singlehood in the contemporary UK. [15]

Expect a range of reasons (3/4) with an explanation on their influence on the growth of singlehood.

Answers may refer to some of the following:

- Legislation, equal pay act, sex discrimination act.
- Feminisation of the workforce.
- Female independence and opportunities - Scare.
- Changing values.
- Creative singlehood - Hall et al.
- The groups who are most likely to be single.

The emphasis here is on demonstrating knowledge and understanding and an ability to explain in terms of the question.

Other relevant ideas that may be valid and worthy of credit.

AO1 (8)	AO2 (7)
<p>7 - 8</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>6 - 7</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>

AO1 (8)	AO2 (7)
<p>5 - 6</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>4 - 5</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging. Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 2</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) A high divorce rate reflects less of a commitment to family life. Discuss.

[30]

- There should be a clear discussion;
- The emphasis will be on sociological viewpoints/theories. New right, Stacey, Giddens, Rogers and Pryor.
- Expect to see a discussion focussed on different aspects of family life; commitment, expectations, children, marriage/re-marriage.
- Arguments should be supported by evidence with an explanation of the evidence.

Other relevant ideas that may be valid and worthy of credit.

AO1 (16)	AO2 (14)
<p>13 - 16</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>12 - 14</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>9 - 12</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 11</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (16)	AO2 (14)
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Youth cultures

Q.3 (a) Outline and explain the features of spectacular youth cultures. [15]

Expect a range of features (3/4) with an explanation. Evidence should be based on specific youth cultures of the past or more recent trends.

Answers may refer to some of the following:

- Masculine.
- Short lived.
- Class related.
- Resisting.
- Style and fashion.

The emphasis here is on demonstrating knowledge and understanding and an ability to explain in terms of the question.

Other relevant ideas that may be valid and worthy of credit.

AO1 (8)	AO2 (7)
<p>7 - 8</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>6 - 7</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>5 - 6</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>4 - 5</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references to writers, research or theory. There will be basic knowledge and understanding but this will lack detail and will not be wide ranging. Candidates will make basic references to other areas of sociology. There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 2</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory. There will be limited knowledge or understanding. There will be limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1</p> <p>Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory. There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Youth culture has often been linked to deviant behaviour. Discuss.

[30]

There should be a discussion. The nature and fluid nature of deviance could be addressed.

Answers may focus on:

- Deviant youth culture (skinheads, anti-social sub-cultures) and compare to other youth cultures - bedroom culture, ordinary youth.
- Are neo-tribes considered deviant?
- Influence of the media

Arguments should be supported by evidence with an explanation of the evidence.

Reference to a range of youth-subcultures / cultures should also be credited.

Other relevant ideas that may be valid and worthy of credit.

AO1 (16)	AO2 (14)
<p>13 - 16 Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory. There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging. Candidates will be able to refer to more than one area of sociology where appropriate. Answers will be expressed in appropriate sociological language. Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>12 - 14 Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit. References to writers, research and/or theory will be explained in detail and contextualised. Answers will be formally constructed with a clear and logical argument. Evaluation and/or analysis will be detailed and explicit throughout the answers. The candidate may challenge the terms of the question.</p>
<p>9 - 12 Candidates will be able to make some accurate, appropriate reference to writers, research or theory. There will be some knowledge and understanding and this will be detailed or wide ranging. Candidates may be able to refer to more than one area of sociology where appropriate. Answers will make some use of appropriate sociological language. Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning. The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 11 Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4. References to writers, research or theory will have some explanation. Answers will have some clarity and logical argument. Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (16)	AO2 (14)
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Community and culture

Q.4 (a) Outline and explain how community contributes to a person's identity. [15]

Expect a range of points (3/4) with an explanation of their relevance to identity. Evidence should focus on identity.

Answers may refer to some of the following:

- Belonging.
- Shared norm and values.
- Social support and solidarity.
- Socialisation, primary and secondary.
- Cultural transmission.

Other relevant ideas that may be valid and worthy of credit.

AO1 (8)	AO2 (7)
<p>7 - 8</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>6 - 7</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>5 - 6</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>4 - 5</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (8)	AO2 (7)
<p>3 - 4</p> <p>Candidates will be able to make basic references to writers, research or theory. There will be basic knowledge and understanding but this will lack detail and will not be wide ranging. Candidates will make basic references to other areas of sociology. There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>2 - 3</p> <p>Candidates will make basic links between their knowledge and the question. There will be basic explanation of any writers, research or theory referred to. Answers will have basic clarity or logical argument. Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 2</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory. There will be limited knowledge or understanding. There will be limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1</p> <p>Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory. There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) There should be a discussion.

[30]

Answers could focus on the features of traditional communities and discuss factors (and their relevance) that have led to change.

Arguments should be supported by evidence with an explanation of the evidence.

Other relevant ideas that may be valid and worthy of credit.

AO1 (16)	AO2 (14)
<p>13 - 16</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a detailed level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>12 - 14</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>9 - 12</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 11</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>

AO1 (16)	AO2 (14)
<p>5 - 8</p> <p>Candidates will be able to make basic references to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make basic references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 7</p> <p>Candidates will make basic links between their knowledge and the question.</p> <p>There will be basic explanation of any writers, research or theory referred to.</p> <p>Answers will have basic clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 4</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory.</p> <p>There will be limited analysis.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY2

- Q.1 (a) Using material from the item and elsewhere, explain the full meaning of the term ethnographic study. [10]**

Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. There should be contextualisation of the term with reference to studies.

Candidates may refer to some but not necessarily all of the following:

- Study of cultural patterns
- Social meaning of ordinary and daily activity
- Definitions of the term 'participant observer', noting elements of joining in and watching whilst maintaining value freedom.
- Getting to know, or 'walking in their shoes.'
- Weber and Verstehen.
- GH Mead and empathy.
- Naturalism and interpretivism.
- Insight, depth and understanding.
- Qualitative, emotion and meaning.
- Issues of reliability and validity.
- And any other relevant points.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

Marks	AO1
5 - 6	<p>At least two strengths are identified and fully explained with reference to relevant examples.</p> <p>Accurate sociological terminology will be used in such a way as to display explicit and detailed knowledge and understanding.</p> <p>Reference will be made to the item and to other relevant studies.</p> <p>Knowledge may be illustrated with reference to the item.</p> <p>The quality of written communication will be good.</p>
3 - 4	<p>Two strengths are identified and explained with some knowledge and understanding evident.</p> <p>Some sociological language may be present.</p> <p>There will be reference to the item or additional sociological knowledge.</p> <p>There may be some errors of punctuation, spelling and grammar.</p>
1 - 2	<p>There is basic evidence of sociological knowledge and understanding.</p> <p>Answers will be common sense in approach.</p>
0	No relevant knowledge or understanding is present.

Marks	AO2
3 - 4	<p>Appropriate examples and explanations of the two strengths identified will be apparent.</p> <p>Analysis (explanations) will be explicit.</p>
1 - 2	<p>Some appropriate examples and explanations of the strengths identified will be apparent but this may be unbalanced.</p> <p>Analysis will be implicit.</p>
0	No analysis present.

- (b) **With reference to the item and sociological studies, identify and assess the strengths and weaknesses of participant observation.** [20]

Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Note that appropriate development and use of exemplary material can be taken as evidence of analysis.

There should be contextualisation of the term with reference to studies and to the item as specified in the question.

Candidates may refer to some but not necessarily all of the following:

- Defining the term briefly, perhaps with an example.
- The strengths of participation and observation - this should be explained in the context of key methodological concerns such as:
 - Depth.
 - Validity.
 - Empathy.
 - Challenging the 'taken for granted.'
 - Flexibility and responsiveness.
- The weaknesses of structured interviews - this should be explained in the context of key methodological concerns such as:
 - Scale.
 - 'Going native.'
 - Skills.
 - Access to groups.
 - Time and practicality.
 - Ethical issues.
- All relevant examples and explanations will be credited. Direct reference to relevant studies is necessary for answers to gain access to the top mark band.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1	AO2
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to evidence drawn from more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Education

Q.2 (a) Describe and explain functions of the education system for society. [20]

The focus of the answer should be on functional views of education, but other wider functions should be credited, as long as they are explained in terms of the role of education for society. Reference to Marxism and education as social control is to be rewarded. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the significance of the reasons for change as well as knowledge of change.

Candidates will be credited with:

- Secondary socialisation into norms and values.
- Meritocracy.
- Institutional reasons (employment).
- Vocationalism and the need for employable workforce.
- Marxism and social control.
- Cultural reproduction.
- Reference to relevant studies, named writers or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (12)	AO2 (8)
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) **Discuss explanations for differences in gender attainment in education within the UK.** [40]

The focus of the answer should be on reasons for differences in the attainment of gender groups, perhaps noting patterns of ethnicity. The focus should be on explanation of differences and these should be evaluated. There should be reference to changing gender roles and patterns in society though candidates may challenge how deeply these changes are rooted. Candidates should be aware of patterns of social inequality. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

Candidates may refer to some but not necessarily all of the following:

- Wallis (1984), Bookford, Bruce, Wilson.
- Attainment patterns for the different genders.
- There may be understanding of how these patterns have changed over 40 years.
- Critical awareness of explanations of differential achievement such as cultural and material deprivation.
- Critical awareness of explanations of school-based inequalities and feminism of education.
- Crisis of masculinity.
- Awareness of social influences on attainment e.g. labelling, inequality of access to good schooling, self-fulfilling prophecy.
- Reference to recent political, social or public debate with reference to educational inequality.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (20)	AO2 (20)
<p>17 - 20</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging. Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>17 - 20</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>11 - 16</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>11 - 16</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>6 - 10</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 5</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 5</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Religion

Q.3 (a) Describe and explain characteristics of New Religious Movements (NRMs) [20]

The focus of the answer should be on New Religious Movements though references to New Age Movements may also appear. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of secularisation and of the response of the religious to this process, relevant theory and examples.

Candidates will be credited with:

- It is a community though peripheral to standard religious practice and belief.
- Recent origin.
- Different from existing religions, though perhaps drawing on them.
- Charismatic leadership and the development of cult.
- Withdrawal from world.
- Trauma from leaving the group.
- The significance of globalisation on practice and belief.
- Post-modernism, if relevant.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (12)	AO2 (8)
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging.</p> <p>Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) **Discuss whether religion acts as a form of control over women.** [40]

The focus of the response should be recognising that may be answered at a theoretical level or a practical level. Marks will be awarded on the quality and application of the evidence used. Candidates should be aware of patterns of social change and some recent political debates. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

Candidates may refer to some but not necessarily all of the following:

- Religion as a source of collective identity.
- Religion as a form of social control and conservation (Marxism).
- Patriarchy and feminism.
- Symbolisation of men in positions of power.
- Gender differences in practice and in organisational structure of religion.
- Socialisation of women.
- Reference to recent political, social or public debate.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (20)	AO2 (20)
<p>17 - 20</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging. Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>17 - 20</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>11 - 16</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory. There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>11 - 16</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>6 - 10</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 5</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 5</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Mass Media

Q.4 (a) Describe and explain the nature of moral panics. [20]

The focus of the answer should be on moral panics and recent examples should be credited. Note that the moral dimension is important and therefore references that have no mention of values should not be rewarded. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the role of the technology, visual impression, social significance of media forms and output and any other relevant points.

Candidates will be credited with:

- Processes of socialisation.
- Deviation from norm.
- Group behaviour.
- Perception of challenge to authority.
- Targeted groups (young people, BME).
- Disproportional responses.
- Hostility.
- Limited life span (short lived fear).
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (12)	AO2 (8)
<p>10 - 12</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging. Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>7 - 8</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>6 - 9</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>5 - 6</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>4 - 5</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>3 - 4</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 3</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 2</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) **Discuss explanations of the mass media on audiences.** [40]

The focus of this answer should be on audience theory rather than general observations drawn from psychology or general knowledge. There should be assessment or analysis of the theory so that description alone will not be rewarded. Marking should be based on the quality of evidence and the depth of analysis that is displayed in the answer. Candidates should use contemporary studies to support line of debate.

- Hypodermic syringe (magic bullet).
- Cultural effects.
- Two step flow.
- Uses and gratifications.
- Reception theory.
- Cognitive dissonance, cognitive assonance.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

AO1 (20)	AO2 (20)
<p>17 - 20</p> <p>Candidates will be able to make accurate, appropriate and detailed reference to a range of writers, research and theory.</p> <p>There will be a very good level of knowledge and understanding and this will be detailed and wide ranging. Candidates will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language.</p> <p>Candidates will be able to make accurate and appropriate use of the sociological terminology indicated in the specifications, showing knowledge and understanding of its meaning.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>17 - 20</p> <p>Candidates will relate their knowledge directly to the question under consideration and this link will be detailed and explicit.</p> <p>References to writers, research and/or theory will be explained in detail and contextualised.</p> <p>Answers will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be detailed and explicit throughout the answers.</p> <p>The candidate may challenge the terms of the question.</p>
<p>11 - 16</p> <p>Candidates will be able to make some accurate, appropriate reference to writers, research or theory.</p> <p>There will be some knowledge and understanding and this will be detailed or wide ranging.</p> <p>Candidates may be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will make some use of appropriate sociological language.</p> <p>Candidates may be able to make some use of the sociological terminology indicated in the specifications, showing some knowledge and understanding of its meaning.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>11 - 16</p> <p>Candidates will relate their knowledge to the question under consideration but the link is likely to be more implicit than in band 4.</p> <p>References to writers, research or theory will have some explanation.</p> <p>Answers will have some clarity and logical argument.</p> <p>Evaluation or analysis is likely to be implicit and is unlikely to be present throughout the answer.</p>
<p>6 - 10</p> <p>Candidates will be able to make limited reference to writers, research or theory.</p> <p>There will be basic knowledge and understanding but this will lack detail and will not be wide ranging.</p> <p>Candidates will make limited references to other areas of sociology.</p> <p>There will be limited and at times inaccurate use of the sociological terminology indicated in the specifications.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question.</p> <p>There will be limited explanation of any writers, research or theory referred to.</p> <p>Answers will have limited clarity or logical argument.</p> <p>Any evaluation or analysis will be implicit and very limited.</p>
<p>1 - 5</p> <p>Candidates may rely on anecdotal references with few if any references to writers, research or theory.</p> <p>There will be limited knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 5</p> <p>Candidates will make no links between their knowledge and the question.</p> <p>There will be no explanation of any writers, research or theory.</p> <p>There will be no evaluation.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY3

Option 1: Understanding Crime

Compulsory question:

Q.1 Outline and briefly explain the meaning of the term delinquency. [15]

The focus of the answer should be on defining and explaining delinquency, with reference to relevant sociologists. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of, relevant theory and examples.

Candidates will be credited with:

- Clear definition of delinquency
- Young people as the main perpetrators of delinquent behaviour
- Types of activities that may be described as delinquent such as vandalism
- Reference to delinquency as either criminal activities or anti-social behaviour
- Reference could be made to the work of sociologists such as Cohen, Cloward and Ohlin, Miller and Lea and Young
- Matza and delinquency drift
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the term delinquency. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the term delinquency. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term delinquency. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge and understanding.

EITHER:

Q.2 Assess realist explanations of crime.

[45]

Answers should make reference to left realism. They may make reference to right realism, traditional Marxist explanations of crime and New Right explanations of crime. Descriptive accounts will not be rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates may refer to some but not necessarily all of the following:

- Clear definition of left realism
- The work of Lea and Young
- Marginalisation, relative deprivation and sub-cultures
- Reference to victimisation studies
- Fear of crime
- Marxist/neo-Marxist romanticisation of working class criminals
- Reference to the square of crime
- Right realist criticisms of left realism
- Reference to target hardening
- Policing and multi-agency approaches
- The work of Wilson
- Murray and views of the New Right
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy.

OR:

Q.3 Evaluate the view that some ethnic groups are treated less favourably than others by the criminal justice system. [45]

The focus of the answer should be on an evaluation of ways in which different ethnic groups are treated by the criminal justice system.

Answers may make reference to more than one theoretical perspective in the discussion of ethnicity and crime but these will be related directly to the question rather than providing a general overview of theory. The focus of the discussion will be on ethnicity and the criminal justice system in understanding less favourable treatment of some ethnic groups compared to others. Descriptive accounts of alternative views will not be highly rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates may refer to some but not necessarily all of the following:

- An outline of some relevant statistics in terms of crime and different ethnic groups
- Marxist//neo-Marxist theories of crime in relation to ethnicity
- Gilroy
- Hall and the crisis of ruling class ideology and the “black mugger”
- Left realism and the work of Lea and Young
- Bowling and Phillips and the links of black crime to poverty and social exclusion
- Holdaway and canteen culture
- Sharp and Budd and the bias in the CJS
- Cashmore
- Sewell and the triple quandary theory
- Reference to recent political, social or public debate regarding ethnicity and the CJS such as the Stephen Lawrence case
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy

AO1 (13)	AO2 (32)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>18 - 24</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>10 - 17</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 4</p> <p>Answers are likely to be limited and anecdotal with few if any references to writers, research or theory.</p> <p>There will be very little accurate knowledge or understanding.</p> <p>There will be very little use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Option 2: Understanding Politics

Compulsory question:

Q.4 Outline and briefly explain what is meant by globalisation. [15]

The focus of the answer should be on globalisation. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of relevant sociologists, theory and examples.

Candidates will be credited with:

- Growing interdependence of societies across the world
- Political links
- Consumer goods
- Cultural similarities including cosmopolitan lifestyles
- Economic links
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Reponses other than those listed above may be valid and credit worthy

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the term 'globalisation'. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the term 'globalisation'. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term 'globalisation'. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge or understanding.

EITHER:

Q.5 Assess sociological explanations of voting behaviour in the contemporary UK. [45]

The focus of the answer should be on voting behaviour in the UK.

Answers may make reference to more than one theoretical perspective in the discussion of voting behaviour. Descriptive accounts of alternative views will not be highly rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates may refer to some but not necessarily all of the following:

- Patterns of voting behaviour
- Social characteristics and voting behaviour
- Social class
- Partisan alignment /de-alignment
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy

OR:

Q.6 Evaluate sociological explanations of power in contemporary society. [45]

The focus of the answer should be on power with specific reference to contemporary society.

Answers may make reference to competing theories regarding the power these should not be merely descriptive accounts.

Higher order skills of analysis and evaluation are weighted in this assessment so that high level success can be achieved through the demonstration of these skills. The high achieving answers will not give descriptive accounts but will weigh up the strengths and weaknesses of competing views of power, utilising evidence to construct evaluative discussions.

Candidates may refer to some but not necessarily all of the following:

- The nature of power
- Competing explanations of power including - Marxist, Weberian and Pluralism
- Powers of the state
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid or credit worthy.

AO1 (13)	AO2 (32)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>18 - 24</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>10 - 17</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 4</p> <p>Answers are likely to be limited and anecdotal with few if any references to writers, research or theory.</p> <p>There will be very little accurate knowledge or understanding.</p> <p>There will be very little use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Option 3: Understanding Health and Disability

Compulsory question:

Q.7 Outline and briefly explain the meaning of morbidity. [15]

The focus of the answer should be on a definition and explanation of morbidity. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points.

Candidates will be credited with:

- Definition of the term
- Link between morbidity and disease
- Rates of morbidity in different social groups
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid and credit worthy.

Marks	AO1
12-15	There will be detailed and accurate knowledge and understanding of the meaning of the term 'morbidity'. This will be demonstrated in a detailed description. Answers in this band will have depth and breadth.
8-11	There will be some knowledge and understanding of the meaning of the term 'morbidity'. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the meaning of the term 'morbidity'. Answers may lack depth and breadth.
1-3	Limited accurate knowledge or understanding will be present and the answer is likely to be vague and/or disorganised.
0	No knowledge and understanding.

EITHER:

Q.8 Assess the bio-medical model of health and ill ness.

[45]

The focus of the answer should be on an evaluation of the bio-medical model of health and illness.

Answers may make reference to alternative explanations of health and illness. Descriptive accounts of alternative views will not be highly rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates may refer to some but not necessarily all of the following:

- The bio-medical model of health and illness
- Definitions of health and illness
- Causes and treatments
- The social model of health
- Taylor and Field
- McKeown
- Nettleton
- Reference to recent political, social or public debate regarding models of health and illness
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanation will be credited

Responses other than those listed above may be valid or credit worthy.

OR:

Q.9 Evaluate sociological explanations of ethnic inequalities in health and illness in contemporary society. [45]

The focus of the answer should be on an evaluation of the link between ethnicity and health and illness.

Answers may make reference to more than one theoretical perspective in the discussion of ethnicity and health and illness but these will be related directly to the question rather than providing a general overview of theory. Descriptive accounts of alternative views will not be highly rewarded. High order skills of analysis and evaluation are weighted in this assessment so that high level success can only be achieved through the demonstration of these skills. Well supported lines of discussion will be rewarded.

Candidates will be credited with:

- Brief consideration of differential patterns of health and illness between different ethnic groups
- Cultural explanations
- Materialist explanations
- Artefact
- Social selection
- Racism
- Reference to recent political, social or public debate regarding ethnic inequalities and health and illness
- Reference to relevant studies or sociological writing
- Applied use of examples
- All relevant examples and explanations will be credited

Responses other than those listed above may be valid or credit worthy.

AO1 (13)	AO2 (32)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>25 - 32</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p> <p>The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>18 - 24</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>5 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>10 - 17</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 4</p> <p>Answers are likely to be limited and anecdotal with few if any references to writers, research or theory.</p> <p>There will be very little accurate knowledge or understanding.</p> <p>There will be very little use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

SY4

Q.1 (Compulsory)

- (a) Identify and explain two reasons why the researchers decided to ask the women to keep diaries. [10]**

Answers may include:

- Validity....they needed detail
- Getting an inside view of the lives of women
- Not missing anything that might have been relevant (context)...validity
- Info not influenced (bias)

Marks	AO1
8-10	Two methodologically sound reasons will be identified, with detailed reasons clearly explained.
5-7	Two reasons will be identified, with some explanations offered.
3-4	There will be basic understanding of the reasons why the method was chosen, with two reasons offered.
1-2	There will be limited understanding of the reasons, there will be limited understanding.
0	No relevant points will be made.

(b) As an A level sociology student you have been asked to design a research project to collect quantitative data on gender roles in families. Your sample should be representative of families in your area.

- **Outline each stage of your research design explaining the reasons for your choices at each stage.**
- **Identify some of the problems that may occur and their impact on the quality of the data collected.** [30]

Candidates should make their choices, justify their research design and identify potential problems in the light of:

- Ethics
- Validity
- Reliability
- Practical considerations
- Generalisability
- Representativeness
- Operationalisation

AO1 (14)	AO2 (16)
<p>12 - 14</p> <p>Candidates will demonstrate their knowledge and understanding through detailed and accurate reference to a range of methodological terminology. Their research designs will be logical, demonstrating sound knowledge and understanding of research procedures. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 16</p> <p>Candidates will relate designs directly to the design brief under consideration and this link will be explicit. Designs will be justified in relation to key methodological considerations of reliability, validity, objectivity, representativeness, generalisability and ethics. There will be detailed explanation of the problems likely to be encountered and their impact on the data collected.</p>
<p>8 - 11</p> <p>Candidates will demonstrate their knowledge and understanding through accurate reference to some methodological terminology. The research design will show some knowledge and understanding of research procedures. The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>9 - 12</p> <p>Candidates will show some link between the design and the design brief. Designs will provide some justification in relation to reliability, validity, objectivity, representativeness, generalisability and ethics. There will be some identification of problems associated with the design with some reference to their impact.</p>
<p>5 - 7</p> <p>There will be some attempt at constructing a research design. Candidates will be able to use basic sociological terms correctly. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 8</p> <p>Candidates will show basic links between the design and the design brief. Designs will provide a basic justification in relation to reliability, validity, objectivity, representativeness, generalisability and ethics.</p> <p>Basic attempts at analysis and/or evaluation will be apparent.</p>
<p>1 - 4</p> <p>Candidates may offer a very simplistic design with gaps in knowledge and understanding. Candidates will offer limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>Candidates make limited reference to the design brief. There will be limited reference to key methodological issues. Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Understanding World Sociology

EITHER:

- Q.2 (a) Identify two areas of life, one from the developing and one from the developed world where there is class inequality. Illustrate your answer with reference to evidence from each area identified. [20]**

Answers might focus on:

- In each actual research evidence or statistics are required.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present. There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Q.2 (b) Evaluate the view that Aid cannot solve the inequalities faced by the Developing World. [30]

- A range of ideas such as Dependency theory Cohen and Kennedy
- Modernisation theory Rostow...stages of development
- World Systems theory Wallerstein
- TNCs
- Culture

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth. Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

OR:

Q.3 (a) Identify two areas of life, one from the developing and one from the developed world where there is gender inequality. Illustrate your answer with reference to evidence from each area identified. [20]

- Gender inequalities in education, crime and deviance, health or work and pay in the UK
- In the Developing World evidence reflecting inequalities between genders may come from :Work and pay, education and health.
- In each case actual research evidence or statistics are required, EG. Foster Carter, Infanticide, reproductive rights, Abbot and Wallace; marginalisation, Leonard, Maria Mies; work, Elwood.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

Q.3 (b) Evaluate the usefulness of Feminist explanations of gender inequality in the Developing World. [30]

- A range of Feminist explanations should be examined and evaluated.
- Alt. theories may be examined to consider the usefulness of Feminist ideas
- Dependency theory: Frank, Cohen and Kennedy
- World systems theory Wallerstein
- Modernisation theory: Rostow
- Focus should be on usefulness

AO1 (13)	AO2 (17)
<p>11 - 13 Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17 Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration The candidate may challenge the terms of the question.</p>
<p>8 - 10 There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12 Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7 Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth. Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7 There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3 Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4 There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

Understanding Social Inequality

EITHER:

- Q.4 (a) Identify two areas of life in the contemporary UK where there is evidence of class inequality. Illustrate your answer with reference to appropriate evidence for each area identified. [20]**

Answers should identify two areas such as:

- Education
- Health

In each case research evidence or statistics need to be cited.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Evaluate the view that all inequality is class inequality. [30]

- Answers should identify this as a Marxist view and so an evaluation of Marxist explanations should be the focus of the answer.
- Alt. theories may be examined and evaluated so that a judgement of Marxist ideas can be made.

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth. Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

OR:

- Q.5 (a) Identify two areas of life in the contemporary UK where there is evidence of inequality. Illustrate your answer with reference to appropriate evidence for each area identified. [20]**

Answers should identify two areas such as:

- Education...
- Crime and deviance...
- Health inequalities relating
- In each case research evidence or statistics need to be cited.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p> <p>The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Evaluate the usefulness of Feminist explanations of equality. [30]

- Expect a range of theories as well as Feminist though the focus should be on Feminist ideas.
- So answers might consider Marxist explanations in relation to Feminist explanations
- Functionalist ideas in relations to Feminism
- Weberian ideas in relation to Feminist
- Focus should be on usefulness in explaining inequality not only gender inequality

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding. The quality of written communication is very good, with few, if any, errors of spelling, punctuation or grammar.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. The candidate may challenge the terms of the question.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p> <p>The quality of written communication is, for the most part good though there may be some errors of spelling, punctuation and grammar.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth. Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies. The quality of written communication will be limited with frequent errors of punctuation, spelling and grammar.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very limited use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk