



GCE MARKING SCHEME

**SOCIOLOGY
AS/Advanced**

JANUARY 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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.

Unit	Page
SY1 ACQUIRING CULTURE	1
SY2 UNDERSTANDING CULTURE	17
SY3 UNDERSTANDING POWER AND CONTROL	35
SY4 UNDERSTANDING SOCIAL DIVISIONS	49

GCE SOCIOLOGY

Unit One - Acquiring Culture

Mark Scheme

Judgements remain the responsibility of the markers. The responsibility for final decisions remains with the Chief Examiner for the paper.

Principles underlying the marking:

- Marking is positive.
- The full range of the mark scheme will be applied.

Mark allocation matrix

Question	Raw marks	AO1 (55%)	AO2 (45%)
Compulsory			
1(a)	5	3	2
1(b)	10	5	5
Optional			
2 or 3 or 4 (a)	15	8	7
2 or 3 or 4 (b)	30	16	14
Total	60	32	28
Weightings	100%	55%	45%

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

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

- Rules of expected social behaviour.
- Values put into practice.
- Cultural relativity of norms.
- Examples of workplace (and other) norms.

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 social roles. [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 roles (more than one for top marks).
- 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. Correct sociological terminology will be used in such a way as to display explicit knowledge and understanding. The quality of written communication will be good. Reference will be made to item. Additional sociological knowledge will be present.</p>	<p>Appropriate examples and explanations of the processes or agencies described will be apparent. Analysis will be explicit.</p>
2 - 3	<p>There will be some relevant points made. Some sociological language may be present. There may be some errors of punctuation, spelling and grammar. 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. Analysis will be implicit.</p>
1	<p>There is little evidence of sociological content. 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 reasons for changes to the relationship between parents and children in the contemporary UK. [15]

Expect a range of reasons (3/4) with an explanation of their influence on child/parent relationships.

Answers may refer to some of the following:

- Legislation, Children's Act.
- Child centred society.
- Paranoid parents Ferudi.
- Dual earning parents - influence of child care.
- Average number of children.
- Increasing family diversity e.g. single parent families.
- Or any other relevant sociological reason.

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>
<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.</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>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) Outline and assess the view that family diversity has a negative affect on society and individuals. [30]

There should be two clear sides to the debate; the emphasis will be on sociological viewpoints/theories. Expect to see a debate centred around functionalist/new right and feminist/post-modern ideas.

Arguments should be supported by evidence with an explanation of the evidence. Reference to a range of family forms should also be credited.

The best answers will address both the society and the individual.

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 (relationship between) influence of consumerism on youth cultures.

[15]

Expect a range of points (3/4) with an explanation of their influence on youth cultures. Evidence can be based on youth cultures of the past or more recent trends. The better answers will probably address both.

Answers may refer to some of the following:

- The influence of spending power on early youth cultures.
- Consumerism and style - music, fashion.
- Consumerism - embracing the punk style.
- Neo-tribes and consumerism.
- Or any other relevant sociological explanation.

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

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) Outline and assess the view that belonging to a youth sub-culture may be a response to the social and economic conditions faced by youth people. [30]

There should be a debate. Answers may focus on Marxist explanations of spectacular youth cultures and compare/evaluate in terms of other explanations (functionalist/post-modern). Answers could also focus on how and why (if) youth sub-cultures have changed.

Arguments should be supported by evidence with an explanation of the evidence. Reference to a range of youth sub-cultures should also be credited.

The best answers will address both the social and economic.

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. 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 the reasons why class can be an important part of community. [15]

Expect a range of reasons (3/4) with an explanation of their relevance to community. Evidence should focus on class and explanations should address more than one social class.

Answers may refer to some of the following:

- Class solidarity/support - working class.
- Location.
- Social mobility - middle class.
- Social closure - upper class.

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) Outline and assess the view that community life is in decline. [30]

There should be a debate. Answers could focus on the argument that community is changing rather than declining.

Arguments should be supported by evidence with an explanation of the evidence. Reference to a range of factors affecting 'community life' should be credited.

The best answers will question the meaning of 'community life'.

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>

GCE SOCIOLOGY

UNIT TWO: UNDERSTANDING CULTURE

MARK SCHEME

Judgements remain the responsibility of the markers. The responsibility for final decisions remain with the Chief Examiner for the paper.

Principles underlying marking:

- Marking is positive.
- The full range of the mark scheme will be applied.

Mark allocation matrix

	Raw Marks	AO1 (55%)	AO2 (45%)
1 (a)	10	6	4
1 (b)	20	12	8
2 or 3 or 4 (a)	20	12	8
2 or 3 or 4 (b)	40	20	20
Total	90	50	40
weightings	100 %	55 %	45 %

GCE SOCIOLOGY

Unit Two - Understanding Culture

Mark Scheme

- Q.1 (a) Using material from the item and elsewhere, explain the importance of official statistics to social research. [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:

- Defining the term as numerical data collected by governments.
- Durkheim and the study of suicide.
- Cheap and easy to collect.
- Widely available.
- Baseline for further study.
- Examination of patterns and trends.
- Cross cultural studies.
- 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, explain the strengths and limitations of structured interviews. [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, possibly as pre-written questions asked in an organised format.
- The strengths of structured interviews - this should be explained in the context of key methodological concerns such as:
 - Depth.
 - Reliability.
 - Standardisation.
 - Response rates.
 - Ease of collation.
 - Size of samples.
- The weaknesses of structured interviews - this should be explained in the context of key methodological concerns such as:
 - Expense of training interviewers.
 - Interviewer bias.
 - Planning and interview design.
 - Validity.
 - Interviewer effects and bias.
- 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) Outline and explain the meaning of the self-fulfilling prophecy in education. [20]

The focus of the answer should be on the labelling theory and the self-fulfilling prophecy and not simply a descriptive account of the Jack and Rosenthal study. 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:

- Understanding of labelling theory and interactional accounts of sociology.
- The process by which labelling may occur.
- The process by which labels become a self-fulfilling prophecy.
- Accurate reference to significant studies such as Pygmalion in the Classroom or any other ethnography.
- Reference to resistance or other criticisms of the theory will be accepted.
- 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) Outline and assess explanations of differences in attainment between different ethnic groups in the UK. [40]

The focus of the answer should be on reasons for differences in the attainment of various ethnic groups, noting that the majority white culture can also be considered an ethnic grouping. Candidates should be aware that Britain is a multi-cultural society and that ethnicity is a social construction. Some ethnic groups appear to overachieve whereas others appear to be disadvantaged in the education system. 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:

- Attainment patterns for the different ethnic groups, perhaps referring to the perceived under-attainment of white working class boys as well as BME groups.
- There may be understanding of how these patterns have changed and of patterns of gender inequality within certain ethnic groups.
- Critical awareness of explanations of differential achievement such as cultural and material deprivation.
- Critical awareness of explanations of school-based inequalities and racism.
- 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. 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. 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>17 - 20</p> <p>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>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. 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>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. 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>
<p>6 - 10</p> <p>Candidates will be able to make limited reference 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 limited 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>6 - 10</p> <p>Candidates will make limited links between their knowledge and the question. There will be limited explanation of any writers, research or theory referred to. Answers will have limited clarity or logical argument. 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. 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 - 5</p> <p>Candidates will make no links between their knowledge and the question. There will be no explanation of any writers, research or theory. 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) Outline and explain the growth of non-Christian religions in the UK. [20]

The focus of the answer should be on the debates around the variety of non-Christian religions but the response should be a little wider than simple reference to one alternative non-Christian grouping. 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:

- Religious pluralism.
- The growth of spirituality.
- The growth of denominations such as Mormons and Jehovah's Witnesses.
- Sects and cult religions.
- The significance of multi-culturalism 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) Outline and assess the view that organised religion is no longer important. [40]

The focus of the response should be recognising that this question refers to the secularisation debate as well as specifically referring to organised religion. 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:

- Loss of attendance at formal religious institutions.
- Decline of significance of organised religion in ceremonial events (weddings, baptisms).
- Loss of role of religion in the public sphere and growth of secular society.
- Shiner and institutional disengagement.
- Religious pluralism.
- Significance of religion in wider society (charities, Salvation Army, BBC and religious broadcasting).
- Ecumenical movements and responses to social change.
- 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.</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>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>

Mass Media

Q.4 (a) Outline and explain the ways in which the mass media are an important agency of socialisation. [20]

The focus of the answer should be on the idea that we are **constantly bombarded by media messaging and cannot avoid media because it is ubiquitous**. References to different media types should be credited. 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.
- Marxism and cultural effects models of media influence.
- Targeting of audiences.
- Violence debates (perhaps referring to Bandura).
- Construction of world view, and of identity.
- Body image and representation (perhaps with reference to gender).
- 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) Outline and assess the pluralist views of the ownership and control of media content. [40]

The focus of this answer should be on pluralism, ownership and control. This may be with reference to globalisation or news values debates or it may be restricted to offering an overview of the theory. 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.

- Theories such as Pluralism, Marxism, Neo-Marxism, Postmodernism.
- Agenda setting, gate-keeping.
- Recent events such as the growth of internet and new media (perhaps with reference to Arab Spring 2011).
- Notions of ownership with reference to concentration, conglomerates, diversification, 'fourth estate', globalisation, hegemony, horizontal integration, ideology, synergy, vertical integration.
- Reference to ownership with wide ranging examples.
- 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.</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>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>

GCE SOCIOLOGY - SY3

Unit Three - Understanding Power and Control

Mark Scheme

Judgements remain the responsibility of the markers. The responsibility for final decisions remain with the Chief Examiner for the paper.

Principles underlying marking:

- Marking is positive.
- The full range of the mark scheme will be applied.

Mark allocation matrix

	Raw marks	AO1 (45%)	AO2 (55%)
Paper Total	60	28	32
Total	60		
Weightings	100 %	45 %	55 %

Option 1: Understanding Crime

Compulsory question:

Q.1 Explain the meaning anomie.

[15]

The focus of the answer should be on defining and explaining anomie. 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:

- Clear definition of anomie.
- Reference to sociologists such as Durkheim, Hirschi and Cohen.
- 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 patterns of victimisation. 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 patterns of victimisation. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the patterns of victimisation. 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 Evaluate sociological explanations of gender differences in crime. [45]

Answers may make reference to more than one explanation of gender differences in crime. Answers should make reference to crimes of males and females in order to access the higher mark bands. Descriptive accounts 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:

- Brief consideration of gender differences in relation to crime as depicted in the official statistics and by the BCS.
- Gender-role socialisation.
- Messerschmidt and the hegemonic value system.
- Katz, Lyng and other postmodern explanations of masculinity and crime.
- Postmodern feminists such as Smart.
- Croall.
- Heidenson and malestream sociology.
- Social control.
- Feminist explanations including the work of Stanko, Carlen and others.
- Domestic violence.
- 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 Assess the usefulness of official statistics in understanding patterns of crime.

[45]

The focus of the answer should be on an evaluation of official statistics in understanding patterns of crime. Reference should be made to patterns of crime as depicted by official statistics.

Answers may make reference to more than one explanation of the usefulness of official statistics. The focus of the discussion will be on the usefulness of official statistics in understanding patterns of crime. 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:

- Official statistics and the prevalence of working class conviction rates.
- Victimisation surveys.
- Self-report studies.
- Left realists - Lea and Young.
- Social construction of statistics - interpretivist approach.
- Dark figure of crime.
- Marxist critique of official statistics.
- Snider and the focus on street crime to the exclusion of the crimes of the ruling classes.
- Sutherland and white collar crime.
- Pilkington.
- Box.
- Victimless crimes.
- Reference to relevant studies or sociological writing.
- Applied use of examples.
- All relevant examples and explanations will be credited.

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 Explain what is meant by political ideologies.

[15]

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

Candidates will be credited with:

- There should be a clear definition of political ideologies.
- Reference to the Conservative Party and individualism, the free market.
- Reference to the Labour Party and welfare reforms.
- Other political parties and ideologies relevant to those parties for example the Green Party.
- Reference to the ideology of the current coalition.
- 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 'nationalism'. 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 'nationalism'. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the term 'nationalism'. 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 Evaluate Marxist explanations of power.

[45]

The focus of the answer should be on Marxist explanations of power.

Answers may make reference to more than one theoretical perspective in the discussion of Marxist explanations of power. 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:

- Marxist/neo-Marxist explanations of power.
- Miliband, Poulantzas debate.
- The elites and the ruling class.
- The ideological state apparatus.
- Althusser.
- Gramsci - including his ideas regarding hegemony.
- Critiques of the Marxist explanations.
- 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 Assess sociological explanations of new social movements in contemporary society. [45]

The focus of the answer should be on new social movements in contemporary society.

Answers should make reference to more than one new social movement. The emphasis should be on the sociological explanations rather than merely descriptive accounts of specific new social movements.

Higher 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. The high achieving answers will not give descriptive accounts but will assess the role of a range of new social movements analysing relevant examples to support their arguments.

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

- Competing explanations of new social movements including Marxist explanations, collective behaviour theory and postmodern theories.
- A range of examples of new social movements.
- Types of new social movements.
- Global movements.
- Hallsworth.
- Cohen and Rai.
- Anti-capitalism/Anti-globalisation.
- Smelser.
- 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 3: Understanding Health and Disability

Compulsory question:

Q.7 Explain what is meant by medicalisation.

[15]

The focus of the answer should be on a definition and explanation of medicalisation. Answers should be fully rewarded for accuracy and succinct coverage of any relevant points. Credit should be given to an understanding of the contested nature of the term medicalisation.

Candidates will be credited with:

- Definition of the term.
- Work of Illich.
- Navarro.
- Medicalisation of women's bodies - Ehrenreich and English.
- 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 'epidemiology'. 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 'epidemiology'. Answers in this band will have depth or breadth.
4-7	There will be basic knowledge and understanding of the meaning of the term 'epidemiology'. 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 Evaluate materialist explanations of inequalities in health and illness in contemporary society. [45]

The focus of the answer should be on an evaluation of materialist explanations of health and illness as an explanation of inequalities.

Answers may make reference to alternative explanations. 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:

- Materialist explanation of health and illness.
- Reference to inequalities of gender, class, ethnicity and age.
- Cultural, artefact and self-selection as alternative explanations for inequalities in health and illness.
- Reference to recent political, social or public debate regarding health practice.
- 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.9 Assess the usefulness of the social model of disability.

[45]

The focus of the answer should be on the social model of disability.

Answers may make reference to alternative explanations of disability. 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.

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

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

- An understanding of competing explanations of disability.
- Social model of disability.
- Hyde.
- Oliver.
- Shakespeare.
- The medical model of disability.
- Reference to recent political, social or public debate regarding disability.
- Reference to relevant studies or sociological writing.

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 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>25 - 32 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. 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. 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 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>5 - 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>10 - 17 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 - 4 Answers are likely to be limited and anecdotal with few if any references to writers, research or theory. There will be very little accurate knowledge or understanding. There will be very little use of sociological language. The quality of written communication will be poor with numerous errors of spelling, punctuation and grammar.</p>	<p>1 - 9 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>

GCE SOCIOLOGY SY4

Unit Four - Understanding Social Division

Mark Scheme

Judgements remain the responsibility of the markers. The responsibility for final decisions remains with the Chief Examiner for the paper.

Principles underlying the marking:

- Marking is positive
- The full range of the mark scheme will be applied

Mark allocation matrix

	Raw marks	AO1 (45%)	AO2 (55%)
Question			
(Compulsory) 1	40	24	16
2 or 3 or 4 or 5 (a)	20	8	12
2 or 3 or 4 or 5 (b)	30	13	17
Total	90		
Weightings	100%	45%	55%

Q.1 (Compulsory)

- (a) **Identify and explain two reasons why the researchers decided to use focus groups in their research.** [10]

Answers may identify:

- focus groups are useful for detailed information.....valid data (link to aims of research)
- The nature of the study was sensitive so focus groups might have put the men at their ease = more valid data
- Any other contextualised and methodologically sound reason

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 qualitative data on attitudes to parenting amongst a sample of parents.

- **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 data collected.** [30]

Candidates should make their choices, justify their research design and note, it is not necessary for answers to cover all of these

- Ethics
- Validity
- Reliability
- Practical considerations
- Generalizability
- Representatives
- 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, generalizability 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, generalizability 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, generalizability 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 world where there is ethnic inequality. Illustrate your answer with reference to evidence from each area identified. [20]

Answers might focus on:

- Ethnic inequalities in education, crime and deviance, health or work and pay in the UK
- In the developing world evidence reflecting inequalities between ethnic groups may come from:
- Work and pay e.g. Pakko and Pollard “Burgamonics” Black “socioeconomic apartheid”, education health
- Ethnocentrism e.g. Edwards, Carmen, Sankara, Galeano, Frank; neo colonialism

In each case 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. 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>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit. There will be detailed analysis of the evidence identified. Analysis will be explicit throughout the answers. 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. 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. Some analysis of the evidence identified will be present. 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. Candidates will be able to use basic 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>4 - 5</p> <p>There will be basic reference to evidence. Analysis of the evidence identified will be basic and likely to be implicit. 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. There will be very limited accurate 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 - 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 Modernisation theory is ethnocentric . [30]

Modernisation theory Rostow...stages of development and examination of alternatives such as

- A range of ideas such as Dependency theory Cohen and Kennedy
- World Systems theory Wallerstein
- TNCs
- Culture

The best answers will examine alternative theories to make some judgement about the value of the view in the question

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]**

Evidence of 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. E.g. Foster Carter, infanticide, reproductive rights, Abbott 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 world Systems theory as an explanation of inequalities between the Developed and Developing World. [30]

Answers might include:

- World Systems theory Wallerstein
- Modernisation theory: Rostow
- Frank, Cohen and Kennedy
- Dependency theory
- Focus should be on usefulness

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.</p> <p>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.</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>
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<p>4 - 7</p> <p>Candidates will be able to make basic references to 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>5 - 7</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 - 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.</p> <p>There will be very 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 - 4</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>

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:

- Family ... triple shift, dual burden, domestic violence, e.g. Leonard Stanko.
- Education ... “failing boys”, e.g. Mitsos and Brown, Connolly.
- Crime and deviance ... patterns and stats relating to gender.
- 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 inequality is linked to an individual's class, status and party situation. [30]**

Answers should identify this as Weberian which should be the focus of the essay.

Alternative theories may be examined such as:

- A range of Feminist ideas from Radical to Liberal.
- Marxist ideas.
- Expect consideration of a number of theories but the focus must be on how good Weberian theory is as an explanation of 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.</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>13 - 17</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>
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<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 contemporary UK where there is evidence of ethnic inequality. Illustrate your answer with reference to appropriate evidence for each area identified. [20]**

Answers should identify two areas such as:

- Any type of inequality can be cited e.g. class, gender, ethnicity, age or disability.
- Education ... low levels of success and rates of participation in some socio economic groups, gender or ethnic groups.
- Crime and deviance ... patterns and statistics relating to social class, gender or ethnicity.
- Health inequalities relating to social class etc. such as ... patterns of morbidity and mortality.

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>
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<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

(b) Evaluate the usefulness of Functionalist explanations of inequality. [30]

Expect answers to concentrate on:

- Inequality as inevitable
- Inequality as functional
- The notion of meritocracy

Expect a range of theories as well as Functionalist:

- So answers might consider Marxist explanations in relation to Functionalist explanations.
- Feminist explanations in relation to Functionalist explanation.
- Focus should be on usefulness

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.</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>13 - 17</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>
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