AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Sociology 3192

Foundation Tier 3192/F

Mark Scheme

2007 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

General Certificate of Secondary Education

SOCIOLOGY (3192/F)

FOUNDATION TIER

MARK SCHEME

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that candidates at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

SECTION A

WHAT IS SOCIOLOGY?   **Total for this question: 20 marks**

                                                             AO   Marks

Question 1

(a)	According to the information in **Item A**:
	(i) do present-day mothers spend more time or less time on their domestic roles than mothers in the 1950s? *(1 mark)*

Less.   AO2 (ii)   1

(a)	(ii) is it possible to tell from the information how many mothers **in total** took part in the study? *(1 mark)*

Yes.   AO2 (ii)   1

(a)	(iii) what percentage of present-day mothers said they were housewives? *(1 mark)*

11%.   AO2 (ii)   1

(b)	Explain, briefly, how a sociological description of a family might differ from a biological description of a family. *(2 marks)*

1 mark for simple/partial explanation.   AO1 (i)   1
2 marks for clear explanation making reference to difference between blood and   AO1 (ii)   1
social relationships.

(c)	Explain, briefly, what sociologists mean by domestic roles. *(2 marks)*

1 mark for partial explanation.   AO1 (i)   1
2 marks for clear explanation making reference to tasks, behaviours, activities and   AO1 (ii)   1
'in the home', ie to both 'domestic' and 'role'.

(d)	Imagine that for your coursework you are going to try to find out how much time women and men spend on childcare. You are going to do this by sending out a questionnaire for them to fill in themselves. The questionnaire will be taken home and returned to you by your classmates.
	(i) Identify **one** problem you might face when carrying out this research. *(1 mark)*

1 mark for identification of appropriate problem, eg lack of response; lost   AO2 (ii)   1
responses; difficulty of explaining questions; not knowing who responded.

			AO	**Marks**
(d)	(ii)	Explain, briefly, **one** advantage of using closed questions for this piece of coursework. *(2 marks)*		

1 mark for identification rather than explanation of advantage.			AO1 (ii)	1
2 marks for clear explanation of advantage, eg allows for ease of collating data; easy to compare responses, quick and/or easy for respondents; can be turned into statistics with ease.			AO1 (ii)	1

(d)	(iii)	Explain, briefly, **one** disadvantage of using closed questions for this piece of coursework. *(2 marks)*		

1 mark for identification rather than explanation of disadvantage.			AO1 (ii)	1
2 marks for clear explanation of disadvantage, eg doesn't allow for subtle variation in response; may force choice of response; may not allow for particular responses.			AO1 (ii)	1

(e)		How far would sociologists agree that recent social changes have made women and men equal in Britain? *(8 marks)*		

1-2	Simple statement(s) about gender equality or social changes.		AO1 (i)	2
3-5	To reach this band there must be some understanding of relevant sociological concepts and/or ideas, as exemplified below, but there will be either no reference to 'how far' or the response may address the issue of 'how far' but lack sufficiently clear understanding for the top band.		AO1 (i) AO1 (ii)	2 1
6-8	To reach this band there must be evidence of relevant sociological concepts and/or ideas showing clear understanding **and** an explicit attempt to address the issue of 'how far'. Likely references are, for example, to employment patterns; education; recognition of sexism; legal issues and role models. The issue of 'how far' is likely to be dealt with by reference to pay; to media images; to politics; or to domestic roles.		AO1 (ii) AO2 (iii)	2 1

SECTION B

FAMILY   **Total for this question: 15 marks**

		AO	**Marks**

Question 2

(a)	(i)	According to the information in **Item B**, was the number of divorces greater in 1976 or in 2004? *(1 mark)*

2004.	AO2 (ii)	1

(a)	(ii)	Identify **one** possible consequence of divorce for a woman. *(1 mark)*

1 mark for identification of appropriate consequence, which may be negative or positive, eg bringing up children alone; living on benefits; loss of income; freedom from abuse; freedom to pursue new life.	AO1 (i)	1

(b)	Explain **one** possible consequence for family members of living in a reconstituted or step family. *(3 marks)*

1 mark for simple explanation of consequence or for definition of reconstituted family.   AO1 (i)   1
2 marks for explanation with some development.   AO1 (ii)   1
3 marks for clear explanation. Candidates may offer either positive or negative   AO1 (ii)   1
consequences. Likely references are to the problems of adjusting to new members'
different expectations of role behaviour; dealing with conflicts caused by nature of
family; more people for support/love/attention.

(c)	Identify and explain **one** reason why more couples today choose to live together rather than marry. *(3 marks)*

1 mark for identification of appropriate reason, eg changing social attitudes; decline   AO1 (i)   1
of religious ideals; fear of divorce.   AO1 (ii)   1
2 marks for identification with some explanation.   AO2 (iii)   1
3 marks for identification with clear explanation, making explicit reference to
change. The explanation must also link to choice of cohabitation for this band.

(d)	How far would sociologists agree that changes in social attitudes have been responsible for the increase in the divorce rate since the 1960s? *(7 marks)*

1-2   Simple statement(s) about changes in the divorce rate.   AO1 (i)   2
3-5   To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
      concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
      reference to 'how far' or the response may address the issue of 'how far' but   AO2 (iii)   1
      lack sufficiently clear understanding for the top band.
6-7   To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
      and/or ideas showing clear understanding and explicit reference to 'how far'.   AO2 (iii)   1
      Responses are likely to discuss changes in social attitudes towards divorce
      and/or marriage and include references to legal changes; changes in gender
      roles; higher expectations of marriage; changes in employment patterns; and
      changes in benefits. Attitude change may be dealt with by reference to the
      decline of religion.

EDUCATION   **Total for this question: 15 marks**

	AO	**Marks**

Question 3

(a)	(i)	According to the information in **Item C**, do a higher percentage of students say they spend less time studying or less time preparing coursework? *(1 mark)*

Studying.   AO2 (ii)   1

(a)	(ii)	Identify **one** reason why university students might have a job as well as studying full time. *(1 mark)*

1 mark for plausible reason, eg to avoid debt; not having a grant; to pay for   AO1 (i)   1
equipment.

(b)	Explain **one** way in which recent governments have tried to increase the number of people staying in education after the age of 16. *(3 marks)*

1 mark for simple explanation.   AO1 (i)   1
2 marks for explanation with some development.   AO1 (ii)   1
3 marks for clear explanation, eg by reference to EMAs; introduction of vocational AO1 (ii)   1
courses; A level reform.

(c)	Identify and explain **one** advantage of the regular publication of examination and SATs (Standard Attainment Tests) results. *(3 marks)*

1 mark for identification of appropriate advantage, or for description of the format   AO1 (i)   1
of publication of results.   AO1 (ii)   1
2 marks for identification with some explanation.   AO2 (iii)   1
3 marks for identification with clear explanation of advantage, eg by reference to
allowing parental choice; by encouraging improvement; by encouraging
accountability.

(d)	How far would sociologists agree that differences in family income are responsible for differences in educational achievement between social groups? *(7 marks)*

1-2   Simple statement(s) about educational achievement.   AO1 (i)   2
3-5   To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
          concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
          reference to 'how far' or the response may address the issue of 'how far' but AO2 (iii)   1
          lack sufficiently clear understanding for the top band.
6-7   To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
          and/or ideas showing clear understanding and explicit reference to 'how far'. AO2 (iii)   1
          Responses are likely to include references to the ways in which material
          factors can influence educational achievement, eg through paying for books
          and equipment or by being able to buy education (schools or tuition) or by
          moving into particular catchment areas. 'How far' is likely to be dealt with
          through consideration of cultural factors, or issues to do with gender or
          ethnicity, or by reference to, for example, school ethos.

SOCIAL DIFFERENTIATION   **Total for this question: 15 marks**

	AO	**Marks**

Question 4

(a)	(i)	According to the information in **Item D**, which ethnic group was least likely to take up professional or managerial roles? *(1 mark)*

White (non-immigrant).   AO2 (ii)   1

(a)	(ii)	Identify **one** possible barrier to upward social mobility for members of minority ethnic groups. *(1 mark)*

1 mark for plausible identification, eg racism/discrimination.   AO1 (i)   1

(b)	Explain **one** form of social stratification **other than** social class. *(3 marks)*

1 mark for simple explanation or identification of form only.   AO1 (i)   1
2 marks for explanation with some development.   AO1 (ii)   1
3 marks for clear explanation, eg of gender, age or ethnic stratification with   AO1 (ii)   1
reference to non-economic basis of form.

(c)	Identify and explain **one** way in which sociologists might allocate an individual to a social class. *(3 marks)*

1 mark for identification of appropriate way, eg by using occupation, income,   AO1 (i)   1
power over others, access to life chances, ownership of property, wealth.
2 marks for identification with some explanation.   AO1 (ii)   1
3 marks for identification with clear explanation which is explicit about the   AO2 (iii)   1
economic nature of the concept of social class. However, it should be remembered
that responses may be legitimately based on conceptualisations which combine the
economic with some other notion, eg the RG classification.

(d)	How far would sociologists agree that ethnic divisions are more important than class divisions in Britain today? *(7 marks)*

1-2   Simple statement(s) about ethnic or class divisions or differences.   AO1 (i)   2
3-5   To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
          concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
          reference to 'how far' or the response may address the issue of 'how far' but   AO2 (iii)   1
          lack sufficiently clear understanding for the top band. Responses which go
          beyond the simple but do not explicitly address 'division' may be placed in
          this band.
6-7   To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
          and/or ideas showing clear understanding and explicit reference to 'how far'.   AO2 (iii)   1
          Candidates should also address the idea of division, rather than simply
          examining difference. As well as ethnic inequalities, candidates are likely to
          examine, for example, racism, segregation, inter-group conflict, religious
          differences, political divisions, differences in norms and values and
          relationships with the law. The issue of 'how far' might be dealt with via
          any of these, or by an assessment of how ethnic divisions might exacerbate
          those of class, or vice versa. There should be a clear attempt to address the
          relative importance of class and ethnic divisions.

POVERTY AND THE WELFARE STATE   **Total for this question: 15 marks**

	AO	**Marks**

Question 5

(a)	(i)	According to the information in **Item E**, was the percentage of children living in low income households greater in 1982 or in 2000-01? *(1 mark)*

2000-01.   AO2 (ii)   1

(a)	(ii)	Identify **one** way in which growing up in poverty might affect a child's education. *(1 mark)*

1 mark for plausible identification, eg lack of equipment; lack of uniform or sports   AO1 (i)   1
gear; ill health.

(b)	Explain why an individual might **not** claim welfare benefits to which they may be entitled. *(3 marks)*

1 mark for simple explanation or identification without explanation.   AO1 (i)   1
2 marks for explanation with some development.   AO1 (ii)   1
3 marks for clear explanation explicitly linked to non-claiming, eg by reference to   AO1 (ii)   1
pride/shame; complexity of forms; lack of knowledge of what can be claimed;
dislike of welfare offices.

(c)	According to some sociologists, women are more likely to experience poverty during their lives than men. Identify and explain **one** reason why this might be so. *(3 marks)*

1 mark for identification of appropriate reason, eg likely to be unable to   AO1 (i)   1
work/afford to work because of childcare; more likely to work part-time; more
likely to be low paid; likely to run out of savings and experience poverty in old age
as a result of relative longevity.
2 marks for identification with some explanation.   AO1 (ii)   1
3 marks for identification with clear explanation. There should also be some   AO2 (iii)   1
element of comparison to reach this band.

(d)	How far would sociologists agree that children born into poverty will grow up to be poor throughout their lives? *(7 marks)*

1-2   Simple statement(s) about childhood poverty.   AO1 (i)   2
3-5   To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
          concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
          reference to 'how far' or the response may address the issue of 'how far' but   AO2 (iii)   1
          lack sufficiently clear understanding for the top band.
6-7   To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
          and/or ideas showing clear understanding and explicit reference to 'how far'.   AO2 (iii)   1
          Likely references are to the culture of poverty; the cycle of deprivation;
          dependency theory, for example. The issue of 'how far' may be dealt with
          through reference to escape from poverty by education and/or government
          schemes such as Sure Start, EMA (Educational Maintenance Allowance),
          New Deal, for example. Or it may be dealt with by reference to individuals
          moving in and out of poverty over their lifetimes.

THE SOCIOLOGY OF POWER AND POLITICS **Total for this question: 15 marks**

| | | AO | Marks |

Question 6

| (a) | (i) | According to the information in **Item F**, which opinion poll accurately predicted the 2005 election result? *(1 mark)* |

		AO	Marks
NOP/Independent.		AO2 (ii)	1

| (a) | (ii) | State **one** reason why an individual might **not** vote in a general election. *(1 mark)* |

	AO	Marks
1 mark for plausible reason, eg no party representing their view, illness, can't get to polling station, apathy.	AO1 (i)	1

| (b) | Explain how an opinion poll might be able to predict accurately the result of a general election. *(3 marks)* |

	AO	Marks
1 mark for simple explanation or identification without explanation.	AO1 (i)	1
2 marks for explanation with some development.	AO1 (ii)	1
3 marks for clear explanation explicitly linked to accuracy of poll, eg through sampling procedures; through choosing appropriate constituencies to predict result.	AO1 (ii)	1

| (c) | Identify and explain **one** way in which an individual might try to influence government policy **other than by voting** in a general election. *(3 marks)* |

	AO	Marks
1 mark for identification of appropriate way, eg by joining a pressure group; by joining a political party; by using the media; by writing to MP; by going on a demonstration.	AO1 (i)	1
2 marks for identification with some explanation.	AO1 (ii)	1
3 marks for identification with clear explanation which clearly links the identified way with influence on government policy, eg through description of insider/outsider group activities; through involvement in policy discussions.	AO2 (iii)	1

| (d) | 'There is no longer a link between social class and voting behaviour.' How far would sociologists agree with this statement? *(7 marks)* |

		AO	Marks
1-2	Simple statements(s) about voting behaviour.	AO1 (i)	2
3-5	To reach this band there must be some understanding of relevant sociological concepts and/or ideas, as exemplified below, but there will be either no reference to 'how far' social class influences voting or the response may address the issue of 'how far' but lack sufficiently clear understanding for the top band.	AO1 (i) AO1 (ii) AO2 (iii)	1 1 1
6-7	To reach this band there must be evidence of relevant sociological concepts and/or ideas showing clear understanding and explicit reference to 'how far'. Likely references are to the fragmentation of the class structure; to class and party dealignment; to consumer choice voting; to party images and the role of the media; changes in the political landscape. Responses based entirely on deference and/or deviant voter explanations will not reach this band. The issue of 'how far' is likely to be dealt with through discussion of regional voting; reference to a shrinking working class; or class-based policies such as minimum wage.	AO1 (ii) AO2 (iii)	1 1

THE SOCIOLOGY OF WORK   **Total for this question: 15 marks**

	AO **Marks**

Question 7

(a)	(i)	According to the information in **Item G**, which ethnic group had the lowest proportion of working households? *(1 mark)*

Pakistani/Bangladeshi.   AO2 (ii)   1

(a)	(ii)	Identify **one** reason why an individual might **not** be able to find paid employment. *(1 mark)*

1 mark for plausible reason, eg lacks skills; lacks qualifications; lacks experience;   AO1 (i)   1
prejudice from employers; no work available in area.

(b)	Explain how recent governments have tried to reduce unemployment. *(3 marks)*

1 mark for simple explanation or identification without explanation.   AO1 (i)   1
2 marks for explanation with some development.   AO1 (ii)   1
3 marks for clear explanation, explicitly linked to reduction of unemployment, eg   AO1 (ii)   1
by reference to training schemes; changes in benefit rules; investment.

(c)	Identify and explain **one** effect that unemployment might have on an individual. *(3 marks)*

1 mark for identification of appropriate effect, eg upon lifestyle; upon self esteem;   AO1 (i)   1
upon mental health; upon relationships with others; upon social life.
2 marks for identification with some explanation.   AO1 (ii)   1
3 marks for identification with clear explanation which explicitly links the   AO2 (iii) 1
identified effect with unemployment.

(d)	How far would sociologists agree that working life has changed considerably for those in paid employment over the last 50 years? *(7 marks)*

1-2 Simple statement(s) about working life.   AO1 (i)   2
3-5 To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
reference to 'how far' or the response may address the issue of 'how far' but   AO2 (iii) 1
lack sufficiently clear understanding for the top band.
6-7 To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
and/or ideas showing clear understanding and explicit reference to 'how far'.   AO2 (iii) 1
Likely references are to issues such as flexible working; core and peripheral
workforces; changes in technology and the demands for reskilling; the
deskilling of certain occupations; the decline in certain manual occupations;
increases in levels of insecurity. The issue of 'how far' is likely to be dealt
with by reference to issues such as many individuals still staying in the same
occupation throughout their working lives; to the continuing pay differential
between men and women; to the fact that some occupations have been
characterised by insecurity (construction, for example) for many years.

MIGRATION AND MOVEMENT   **Total for this question: 15 marks**

		AO	**Marks**

Question 8

(a)	(i)	According to the information in **Item H**, is the proportion of wage earners who work from home larger in the countryside or in the workforce as a whole? *(1 mark)*

In the countryside.   AO2 (ii)   1

(a)	(ii)	Identify **one** advantage for an individual of working from home. *(1 mark)*

1 mark for plausible advantage, eg convenience, no travel expenses, childcare, can   AO1 (i)   1
work hours to fit with domestic duties.

(b)	Explain what sociologists mean by community. *(3 marks)*

1 mark for simple explanation, eg 'everyone knows you'.   AO1 (i)   1
2 marks for explanation with some development, eg 'everyone knows you and so   AO1 (ii)   1
you feel secure'.
3 marks for clear explanation, eg linking looking out for one another because of   AO1 (ii)   1
mutual knowledge; 'community' activities bringing individuals together; or other
relevant aspect of 'gemeinschaft'.

(c)	Identify and explain **one** effect on a **rural** area of working people moving away. *(3 marks)*

1 mark for identification of appropriate effect, eg on local businesses; on local   AO1 (i)   1
schools; effect on property values; effect on social class mix.
2 marks for identification with some explanation.   AO1 (ii)   1
3 marks for identification with clear explanation which clearly links the   AO2 (iii) 1
identification to stated effect. This could be through individuals having to travel
further as a result of business closure; less for people to do; schools having fewer
facilities as fund raising shrinks; the community becoming more homogenous in
terms of class mix.

(d)	How far would sociologists agree that individuals who move from cities to rural areas will have to adjust to a completely different way of life? *(7 marks)*

1-2   Simple statement(s) about rural/city lifestyles.   AO1 (i)   2
3-5   To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
           concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
           reference to 'how far' ways of life differ or the response may address the   AO2 (iii) 1
           issue of 'how far' but lack sufficiently clear understanding for the top band.
6-7   To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
           and/or ideas showing clear understanding and explicit reference to 'how far'.   AO2 (iii) 1
           Likely references are to gemeinschaft and gesellschaft (though explicit use
           of these terms is not a condition of reaching this band); to varying types of
           social control; to variations in the notion of 'community'. As well as the
           latter, 'how far' is likely to be dealt with by reference to similarities in the
           education system; to the use of new technology, eg for shopping, to the
           similarity of norms and values.

SOCIAL CONTROL AND DEVIANCE   **Total for this question: 15 marks**

	AO	Marks

Question 9

(a)	(i)	According to the information in **Item I**, was violent crime or burglary a higher proportion of crimes recorded by the police? *(1 mark)*

Violent crime.   AO2 (ii)   1

(a)	(ii)	Identify **one** reason why the police might not record an incident reported to them as crime. *(1 mark)*

1 mark for plausible reason, eg no actual offence committed; too trivial.   AO1 (i)   1

(b)		Explain **one** way in which individuals try to persuade others to conform to their norms. *(3 marks)*

1 mark for simple explanation or identification without explanation.   AO1 (i)   1
2 marks for explanation with some development.   AO1 (ii)   1
3 marks for clear explanation explicitly linked to conformity to norms. This may   AO1 (ii)   1
be done by reference to examples of forms of social control, or in a more abstract
fashion by an explanation of the concept of social control itself.

(c)		Identify and explain **one** way in which governments have tried to reduce crime and anti-social behaviour among young people over recent years. *(3 marks)*

1 mark for identification of appropriate way, eg Anti-Social Behaviour Orders;   AO1 (i)   1
curfews; fining parents for the misdemeanours of their children; 'exclusion zones'.
2 marks for identification with some explanation.   AO1 (ii)   1
3 marks for identification with clear explanation which explicitly links the   AO2 (iii)   1
identified way to a reduction of crime and/or anti-social behaviour.

(d)		How far would sociologists find official crime figures helpful in providing an accurate picture of how much crime there is? *(7 marks)*

1-2   Simple statement(s) about crime figures/reporting or recording of crimes.   AO1 (i)   2
3-5   To reach this band there must be some understanding of relevant sociological   AO1 (i)   1
concepts and/or ideas, as exemplified below, but there will be either no   AO1 (ii)   1
reference to 'how far' official crime figures are accurate or the response may   AO2 (iii)   1
address the issue of 'how far' but lack sufficiently clear understanding for
the top band.

6-7   To reach this band there must be evidence of relevant sociological concepts   AO1 (ii)   1
and/or ideas showing clear understanding and explicit reference to 'how far'.   AO2 (iii)   1
Candidates are likely, for example, to state that official statistics are helpful
to a degree (eg for trends; comparisons) but have limitations as regard to
accuracy. Likely references are to the various reasons for non reporting of
crime; to the variation in the accuracy of figures for different types of crime;
to the BCS; and to self-report studies. The issue of 'how far' may be dealt
with in a variety of ways including, for example, the variations in official
figures or a comparison of BCS and official figures.

MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION

For each GCSE subject, 5% of the total marks available in each component of the examination will be allocated to Quality of Written Communication according to the following criteria, as defined in the *GCSE Mandatory Code of Practice*:

High Performance	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	4 marks
Intermediate Performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2 - 3 marks
Threshold Performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1 mark
Below Threshold Performance	Candidates do not meet the threshold performance criteria.	0 marks

EXAMINERS

Having marked the candidate's script for subject content, recording the question totals for each question, you must review the script as a whole and according to the bands of marks defined above, decide on the mark to be awarded to the candidate for Quality of Written Communication. This mark should be written in the next available mark box on the front of the answer book, and Qual written next to it in the corresponding question number box. Then you should add the question total marks together and add the Qual mark to give the grand total and enter this in the box for the total mark. The grand total for the whole paper (including Qual) is the mark you should write and encode on the Examiner's Mark Sheet.

Objectives Grid – Foundation Paper – June 2007

Assessment Objectives	Foundation Tier
Recall (AO1) (i)	30
Explanation (AO1) (ii)	29
Acquisition (AO2) (i)	-
Interpretation (AO2) (ii)	8
Use of information (AO2) (iii)	13
Written Communication (AO2) (iv)	4
Overall Weighting of Unit (%)	80

Question	AO1		AO2				Total Marks
	(i)	(ii)	(i)	(ii)	(iii)	(iv)	
1	6	9		4	1		20
2	6	5		1	3		15
3	6	5		1	3		15
4	6	5		1	3		15
5	6	5		1	3		15
6	6	5		1	3		15
7	6	5		1	3		15
8	6	5		1	3		15
9	6	5		1	3		15
Paper as a whole						4	20 + (15 x 4) + 4 (AO2 (iv))
Section A plus 4 from Section B	30	29		8	13	4	= 84

Summary of the Mark Distribution

Question 1	AO1 (i) No of marks (maximum)	AO1 (ii) No of marks (maximum)	AO2 (ii) No of marks (maximum)	AO2 (iii) No of marks (maximum)	Total
1 (a) (i)			1		1
1 (a) (ii)			1		1
1 (a) (iii)			1		1
1 (b)	1	1			2
1 (c)	1	1			2
1 (d) (i)			1		1
1 (d) (ii)		2			2
1 (d) (iii)		2			2
1 (e)	4	3		1	8

Questions 2–9

(a) (i)			1		1
(a) (ii)	1				1
(b)	1	2			3
(c)	1	1		1	3
(d)	3	2		2	7