



General Certificate of Secondary Education

Sociology

3192/F Foundation Tier

Mark Scheme

2008 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.

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Dr Michael Cresswell, Director General.

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) was the proportion of women binge drinking higher in 1989 or 2003? <i>(1 mark)</i>		
2003.	AO2(ii)	1
(a) (ii) is it possible to tell how many women aged 16 to 24 were surveyed? <i>(1 mark)</i>		
No.	AO2(ii)	1
(a) (iii) has the percentage of men binge drinking increased? <i>(1 mark)</i>		
Yes.	AO2(ii)	1
(b) Explain briefly why a sociologist might be interested in the link between gender and changes in alcohol consumption. <i>(2 marks)</i>		
1 mark for simple explanation(s).	AO1(i)	1
2 marks for clear reference to, for example, the effect of social factors on changing female behaviour; health; crime concerns.	AO1(ii)	1
(c) Explain briefly what sociologists mean by youth culture. <i>(2 marks)</i>		
1 mark for simple explanation, eg young people and their way of life.	AO1(i)	1
2 marks for clear explanation related to young people's distinctive styles of dress, music tastes, language codes, leisure habits and so forth.	AO1(ii)	1
(d) Imagine that for your coursework you are going to carry out research into the levels of binge drinking amongst 18 to 24 year old males and females. You are going to do this at a local college using postal or e-mailed questionnaires.		
(i) Identify one sampling method that would give you a representative sample of young adults. <i>(1 mark)</i>		
1 mark for identification of appropriate method, eg stratified, random, quota.	AO2(ii)	1

(d) (ii) Explain briefly one disadvantage of using postal or e-mailed questionnaires for this piece of coursework. (2 marks)	AO	Marks
1 mark for simple explanation of disadvantage. 2 marks for appropriate explanation related either to the subject matter or to postal questionnaires, eg non-response rate; wording confusing, thus questions misunderstood; level of confidentiality of e-mail.	AO1(ii)	1
AO1(ii)	1	
(d) (iii) Explain briefly one advantage of using postal or e-mailed questionnaires to find out about binge drinking amongst young adults. (2 marks)		
1 mark for simple explanation of advantage. 2 marks for explanation clearly linked to either subject matter or postal questionnaires eg answers easy to compare; no interviewer bias; geographical spread.	AO1(ii)	1
AO1(ii)	1	
(e) Item A refers to changes in women's behaviour. How far would sociologists agree that changes in social behaviour are due mainly to the influence of the mass media? (8 marks)		
1-2 Simple descriptive statement(s) about the media and changing behaviour.	AO1(i)	2
3-5 To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to the role of the media in changing behaviour. Candidates could relate to the Item and refer to how advertising or a change in drinking hours may influence a change in gender drinking behaviour. Reference could be made to changing representations of females in the media and the rise in 'girl power'.	AO1(i)	2
AO1(ii)	1	
6-8 To reach this band there must be some evidence of relevant ideas within a focused discussion which attempts to address 'how far'. Candidates may tackle this question in a variety of ways, eg by a comparison of the influence of the media with peer groups or how law enforcement agencies attempt to modify behaviour. Reference could be made to the weakening of informal agents of social control leading to a change in social behaviour, eg more secular society; parent/child relations and a change in social attitudes. The issue of 'how far' may be dealt with via a consideration of various agents of social change, and changes in society.	AO1(ii)	2
AO2(iii)	1	

SECTION B

FAMILY

Total for this question: 15 marks

	AO	Marks
Question 2		
(a) (i) According to the information in Item B , what percentage of males said that the household cleaning was usually/always done by their partner? <i>(1 mark)</i>		
55%.	AO2(ii)	1
(a) (ii) Identify one reason why women generally tend to do more housework than men. <i>(1 mark)</i>		
1 mark for appropriate identification, eg traditional role; gender socialisation.	AO1(i)	1
(b) Explain what sociologists mean by role relationships within the family. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation with explicit reference to roles between family members in the home eg husband/wife, parent(s)/child(ren).	AO1(ii)	1
(c) Identify and explain one reason why the average age at which people get married has increased in the last 30 years. <i>(3 marks)</i>		
1 mark for identification eg change in social norms; careers.	AO1(i)	1
2 marks for identification with some explanation.	AO1(ii)	1
3 marks for identification with clear sociological explanation explicitly linked to marrying later in life.	AO2(iii)	1

(d)	How far would sociologists agree that the roles of men and women in the family have changed in the last 30 years?	(7 marks)
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1-2	Simple descriptive statement(s) about gender roles in the family.	AO1(i)	2
3-5	To reach this band there must be some understanding of relevant sociological ideas but there will either be no reference to 'how far' or the response may address the issue of 'how far' but lack sufficiently clear understanding to reach the top band. Responses may refer to domestic roles and the emergence of the 'New Man' and men taking more responsibility for housework and childcare.	AO1(i) AO1(ii) AO2(iii)	1 1 1
6-7	To reach this band there must be some evidence of relevant sociological ideas within a focused discussion which attempts to address 'how far'. Candidates may refer to the emergence of the 'New Man' and men taking more responsibility for housework and childcare, or whether this is a myth. Changes in the number of working women and their authority in the family should be rewarded, as could reference to women doing more of traditional 'men's work' in the home. There should be at least some recognition of arguments for and against. The issue of 'how far' may be dealt with by reference to the existence or not of the 'New Man'.	AO1(ii) AO2(iii)	1 1

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

	AO	Marks
Question 3		
(a) (i) According to the information in Item C , which subject had the largest percentage entry of girls? <i>(1 mark)</i>		
English Literature.	AO2(ii)	1
(a) (ii) Identify one reason why girls often choose to study different subjects to boys. <i>(1 mark)</i>		
1 mark for appropriate identification, eg gender socialisation; peer pressure; advice given by careers officer and/or parents.	AO1(i)	1
(b) Explain what sociologists mean by the hidden curriculum. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation, such as attitudes taught through the school's organisation and ethos which are not part of the formal timetable.	AO1(ii)	1
(c) Identify and explain one reason for the educational under-achievement of boys.		
1 mark for identification eg laddish subculture; attitudes of boys; the job market.	AO1(i)	1
2 marks for identification with some explanation.	AO1(ii)	1
3 marks for identification with clear sociological explanation explicitly linked to boys' under-achievement.	AO2(iii)	1

(d) How far would sociologists agree that a pupil's gender is the most important influence on his or her educational achievements? <i>(7 marks)</i>
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1-2	Simple descriptive statement(s) about gender and educational achievement.	AO1(i)	2
3-5	To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to reasons like attitudes to learning, changing female attitudes and ambitions, peer group pressure.	AO1(i) AO1(ii) AO2(iii)	1 1 1
6-7	To reach this band, there must be some understanding of relevant sociological ideas within a focused discussion which explicitly addresses 'how far'. Responses may refer to differences between females and males, providing reasons for these, eg parent and teacher expectations and labelling; role models; attitudes to learning; peer group pressure. To reach this band, the response should at least show some recognition of both female and male achievement. The issue of 'how far' may be dealt with by reference to a range of other factors that influence achievement, eg social class and/or ethnicity.	AO1(ii) AO2(iii)	1 1

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

	AO	Marks
Question 4		
(a) (i) According to the information in Item D , what was the minimum wage rate per hour for 18 – 21 year olds in 2004? <i>(1 mark)</i>		
£4.10.	AO2(ii)	1
(a) (ii) Identify one reason why the minimum wage is higher for those aged 22 and over than for those aged 18 – 21. <i>(1 mark)</i>		
1 mark for appropriate identification, eg seen as having more dependents; greater outgoings.	AO1(i)	1
(b) Explain one way in which gender can affect an individual's life chances. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation with explicit reference to gender and life chances, eg sexism and employment prospects.	AO1(ii)	1
(c) Identify and explain one way in which a person can achieve upward social mobility. <i>(3 marks)</i>		
1 mark for identification eg through educational success, marriage.	AO1(i)	1
2 marks identification with some explanation.	AO1(ii)	1
3 marks for identification with clear sociological explanation explicitly linked to social mobility, such as through promotion; educational qualifications.	AO2(iii)	1
(d) How far would sociologists agree that social mobility has become more common in Britain over the last 50 years? <i>(7 marks)</i>		
1-2 Simple descriptive statement(s) about social mobility.	AO1(i)	2
3-5 To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to changes in the class structure, meritocracy.	AO1(i) AO1(ii) AO2(iii)	1 1 1
6-7 To reach this band there must be some evidence of relevant sociological ideas, within a focused discussion which explicitly addresses 'how far'. Possible references include changes in the class structure, meritocracy. The issue of 'how far' may be dealt with by comparing the amount of social mobility in society now to in the past; the importance of class, eg obtaining a degree; access to private health care.	AO1(ii) AO2(iii)	1 1

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

	AO	Marks
Question 5		
(a) (i) According to the information in Item E , which local authority area has the highest deprivation score? <i>(1 mark)</i>		
Liverpool.	AO2(ii)	1
(a) (ii) Identify one reason why a particular local authority area may be more deprived than another. <i>(1 mark)</i>		
1 mark for appropriate identification, eg high unemployment; low paid jobs.	AO1(i)	1
(b) Explain what sociologists mean by the poverty trap. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation on the lines of being unable to get out of poverty, particularly when getting a job does not mean an extra income since benefits are lost.	AO1(ii)	1
(c) Identify and explain one way in which voluntary organisations provide welfare to vulnerable groups in society. <i>(3 marks)</i>		
1 mark for identification eg raising awareness (Child Poverty Action Group); direct help (Meals on Wheels).	AO1(i)	1
2 marks for identification with some explanation.	AO1(ii)	1
3 marks for identification with clear sociological explanation of how voluntary organisations, such as the Salvation Army, help those in need.	AO2(iii)	1
(d) How far would sociologists agree that the welfare state has been successful in reducing poverty in Britain over the last 30 years? <i>(7 marks)</i>		
1-2 Simple descriptive statement(s) about the welfare state and poverty.	AO1(i)	2
3-5 To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to recent government initiatives designed to reduce poverty.	AO1(i)	1
	AO1(ii)	1
	AO2(iii)	1
6-7 To reach this band there must be some evidence of relevant sociological ideas, within a focused discussion which explicitly addresses 'how far'. Responses may refer to successes in reducing absolute poverty through recent government initiatives. The issue of 'how far' may be dealt with by mention of the inadequacy of the welfare state in reducing child poverty and the 'nanny state' encouraging a culture of dependency, leading to a continuation of relative poverty.	AO1(ii)	1
	AO2(iii)	1

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 , what was the trend in trade union membership from 1978 to 2002? <i>(1 mark)</i>		
Fell/went down/decreased.	AO2(ii)	1
(a) (ii) Identify one reason why some employees choose to belong to a trade union. <i>(1 mark)</i>		
1 mark for appropriate identification, eg defend their rights; pay and conditions; protect their interests.	AO1(i)	1
(b) Explain why an adult may not use their vote in a general election. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation explicitly linked to why adults may not vote. Responses may include disillusionment; no candidate representing their views.	AO1(ii)	1
(c) Identify and explain one way in which pressure groups are different from political parties. <i>(3 marks)</i>		
1 mark for don't seek election; one issue focus.	AO1(i)	1
2 marks for identification with some explanation.	AO1(ii)	1
3 marks for identification with clear explanation of the difference between each.	AO2(iii)	1

(d)	How far would sociologists agree that trade unions are a powerful force in British society?	(7 marks)
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1-2	Simple statement(s) about trade union membership.	AO1(i)	2
3-5	To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to factors such as government policies affecting the level of trade union power or reference to their 'insider' status.	AO1(i) AO1(ii) AO2(iii)	1 1 1
6-7	To reach this band there must be some evidence of relevant sociological ideas, within a focused discussion which explicitly addresses 'how far'. Responses may discuss factors such as government policies affecting the level of trade union power as well as stating when trade union power has increased or decreased, or reference to their 'insider' status. The issue of 'how far' may be dealt with by reference to changes in the law weakening their power, changing patterns of employment affecting those in trade unions.	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 , what percentage of women were editors of national newspapers? <i>(1 mark)</i>		
13%.	AO2(ii)	1
(a) (ii) Identify one reason why there are fewer women than men in top jobs. <i>(1 mark)</i>		
1 mark for appropriate identification, eg glass ceiling; family expected commitments.	AO1(i)	1
(b) Explain why women earn, on average, less money than men in the United Kingdom. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation explicitly linked to why women earn less, such as often found in low paid jobs; sexism in the workplace; issues of childcare and ability to access overtime.	AO1(ii)	1
(c) Identify and explain one reason for the increased number of married women in paid employment over the last 30 years. <i>(3 marks)</i>		
1 mark for identification eg changes in social attitudes; more employment opportunities; changes in conjugal roles.	AO1 (i)	1
2 marks for identification with some explanation.	AO1 (ii)	1
3 marks for identification with clear sociological explanation explicitly linked to the increase in working married women.	AO2 (iii)	1

(d)	How far would sociologists agree that age discrimination affects an individual's experience in the workplace? (7 marks)	AO	Marks
1-2	Simple descriptive statement(s) about ageism in the workplace.	AO1(i)	2
3-5	To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to young and/or older workers and how they may be unfairly treated in the workplace as well as how they are rewarded, opportunities for promotion.	AO1(i)	1
		AO1(ii)	1
		AO2(iii)	1
6-7	To reach this band there must be some evidence of relevant sociological ideas, within a focused discussion which explicitly addresses 'how far'. Candidates may refer to young and/or older workers and how they may be unfairly treated in the workplace. The issue of 'how far' may be dealt with by reference to changes which have occurred in employment law; awareness of pressure groups such as Age Concern highlighting ageism in the workplace and by assessing age discrimination in comparison with sex and/or racial discrimination.	AO1(ii)	1
		AO2(iii)	1

MIGRATION AND MOVEMENT**Total for this question: 15 marks****Question 8****AO Marks**

(a) (i) According to the information in Item H , what was the trend in migration into the United Kingdom from 1994 to 2002? <i>(1 mark)</i>
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Went up/increased/rose.

AO2(ii) 1

(a) (ii) Identify one reason why people migrate from one country to another country. <i>(1 mark)</i>

1 mark for appropriate identification, eg employment opportunities; better standard of living; freedom from persecution.

AO1(i) 1

(b) Explain why a retired person may choose to move to a rural area. <i>(3 marks)</i>

1 mark for simple explanation.

AO1(i) 1

2 marks for explanation with some development.

AO1(ii) 1

3 marks for clear sociological explanation with explicit reference to retired people moving to a rural area, eg for tranquillity; seen as safer.

AO1(ii) 1

(c) Identify and explain one problem a migrant may face when living in a new country. <i>(3 marks)</i>

1 mark for identification eg hostile host community; finding decent affordable housing.

AO1(i) 1

2 marks for identification with some explanation.

AO1(ii) 1

3 marks for identification with clear sociological explanation explicitly linked to problems migrants may face.

AO2(iii) 1

(d)	How far would sociologists agree that migration of different ethnic groups into an area improves community life?	<i>(7 marks)</i>
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1-2	Simple descriptive statement(s) about different ethnic groups moving into an area.	AO1(i)	2
3-5	To reach this band there must be some understanding of relevant sociological ideas 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. Responses may refer to the benefits of cultural diversity improving community provision and solving labour shortages.	AO1(i)	1
		AO1(ii)	1
		AO2(iii)	1
6-7	To reach this band there must be some evidence of relevant sociological ideas, within a focused discussion which explicitly addresses 'how far'. Responses may refer to the benefits of cultural diversity improving community provision and solving labour shortages. The issue of 'how far' may be dealt with by reference to issues involving strain on local services, culture clash between migrants and existing community members.	AO1(ii) AO2(iii)	1 1

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

	AO	Marks
Question 9		
(a) (i) According to the information in Item I , in which age group did more females than males admit to anti-social behaviour? <i>(1 mark)</i>		
14 – 15.	AO2(ii)	1
(a) (ii) Identify one reason why a person may not report a crime to the police. <i>(1 mark)</i>		
1 mark for appropriate identification, eg fear of reprisal; too trivial; private matter.	AO1(i)	1
(b) Explain what sociologists mean by informal social control. <i>(3 marks)</i>		
1 mark for simple explanation.	AO1(i)	1
2 marks for explanation with some development.	AO1(ii)	1
3 marks for clear sociological explanation as to how people are persuaded to conform to social norms, for example, approval from peer group.	AO1(ii)	1
(c) Identify and explain one reason why most convicted criminals are male. <i>(3 marks)</i>		
1 mark for identification, eg gender role socialisation; more opportunity.	AO1(i)	1
2 marks for identification with some explanation.	AO1(ii)	1
3 marks for identification with clear sociological explanation explicitly linked to why most convicted criminals are male, such as visible, targeted.	AO2(iii)	1

(d)	How far would sociologists agree that labelling teenagers as deviant leads to an increase in youth crime? (7 marks)	AO	Marks
1-2	Simple descriptive statement(s) about how youths are labelled.	AO1(i)	2
3-5	To reach this band there must be some understanding of relevant sociological ideas showing some understanding of these 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. Responses may refer to the idea that labelling of youth as 'folk devils' by agents of social control leads to an increase in deviant behaviour (ASBOs viewed as a badge of honour).	AO1(i)	1
		AO1(ii)	1
		AO2(iii)	1
6-7	To reach this band there must be some evidence of relevant sociological ideas, within a focused discussion which explicitly addresses 'how far'. Responses in this band may deal with the idea that labelling of youth as 'folk devils' by agents of social control leads to an increase in deviant behaviour. The issue of how far may be dealt with addressing how this 'demonising' of youth could be assessed in association with peer pressure and youth subcultures, parental social control and its absence.	AO1(ii)	1
		AO2(iii)	1

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 2008

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

Question 1	AO1(i)	AO2(ii)	AO2(ii)	AO2(iii)	Marks
(a) (i)			1		1
(a) (ii)			1		1
(a) (iii)			1		1
(b)	1	1			2
(c)	1	1			2
(d) (i)			1		1
(d) (ii)		2			2
(d) (iii)		2			2
(e)	4	3		1	8
Total	6	9	4	1	20

Questions 2 to 9	AO1(i)	AO1(ii)	AO2(ii)	AO2(iii)	Marks
(a) (i)			1		1
(a) (ii)	1				1
(b)	1	2			3
(c)	1	1		1	3
(d)	3	2		2	7
Total	6	5	1	3	15