

Version 2.0



**General Certificate of Secondary Education  
January 2011**

**Sociology**

**41902**

**Unit 2**

***Mark Scheme***

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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# General Certificate of Secondary Education

## SOCIOLOGY Unit 2

### MARK SCHEME

January 2011

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.

Examiners should note that marking should always be positive. Credit should therefore be given for good sociology and use of relevant examples, even if these latter are relatively generalised or lacking in specific attribution. For the sake of brevity the mark scheme may make named reference to a study, a sophisticated concept or a theoretical position. Candidates may be able to describe such concepts or ideas without using the exact terminology of the mark scheme, and therefore must not be penalised for an inability to make named references to studies, theoretical positions and the like.

#### Quality of Written Communication (QWC)

GCSE specifications which require candidates to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification, quality of written communication will be assessed by means of Assessment Objectives in all questions where extended writing is required. In this paper, extended writing is required when answering questions carrying 12 marks.

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**TOPIC 1**
**CRIME AND DEVIANCE****Total for this topic: 30 marks**

		<b>AO</b>	<b>Marks</b>
<b>0</b>   <b>1</b>	From <b>Item A</b> , what is the most common type of crime for which females are found guilty or cautioned? <span style="float: right;"><i>(1 mark)</i></span>		
	Theft and handling stolen goods.	AO3	1
<b>0</b>   <b>2</b>	From <b>Item B</b> , what has the Serious Fraud Office done to make it easier to report financial crime? <span style="float: right;"><i>(1 mark)</i></span>		
	Set up a helpline.	AO3	1
<b>0</b>   <b>3</b>	Identify <b>two</b> reasons why people in society might label the behaviour of sub-cultural groups as deviant. <span style="float: right;"><i>(2 marks)</i></span>		
	1 mark for each of two identifications of an appropriate reason, eg fear/lack of understanding of different values or lifestyle, seen as a threat to existing order, look or speak differently, etc.	AO1	2
<b>0</b>   <b>4</b>	Explain what sociologists mean by conformity when studying deviance. <span style="float: right;"><i>(4 marks)</i></span>		
	1 mark for basic statements about, or very rudimentary definition of, conformity (eg 'doing what you're told') which has no explicit sociological linkage.	AO1	1
	2–3 marks for a partial or under-developed sociological explanation, possibly via an example, in which some general reference will be made to the process by which norms and values, etc affect social behaviour. There will be some indication that the candidate understands the notion that conformity relates to socially expected behaviours.	AO1	2
	4 marks for a clear explanation that looks, for example, at the roles of those with the power to determine social norms and the processes by which these are assimilated or rejected. Candidates may refer to relevant aspects such as primary and secondary socialisation, canalisation, social control and so forth.	AO1	1

		<b>AO</b>	<b>Marks</b>
<b>0</b>   <b>5</b>	Describe <b>one</b> way in which the government collects statistics about the level of crime in society <b>and</b> explain why this might not be an accurate picture of the number of crimes committed. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg surveys on indictable offences reported, data on convictions, self-report studies, victim surveys, fear of crime surveys, etc.	AO2	1
	<b>Plus</b>		
	1–2 marks for a simple explanation through reference to any methodological criticism relevant to the chosen description.	AO2	2
	3 marks for a clear explanation of why this might lead to an inaccurate picture, possibly referring to the 'dark figure', impact of police prioritising, moral panics, self-fulfilling prophecy, etc.	AO2	1
<b>0</b>   <b>6</b>	Describe <b>one</b> way in which recent governments have tried to reduce anti-social behaviour <b>and</b> explain how successful this approach has been. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg use of ASBOs, extension of CCTV, Police Community Support Officers (PCSOs), etc.	AO2	1
	<b>Plus</b>		
	1–2 marks for a simple explanation through reference to the relative success or possible problems of the chosen method.	AO2	2
	3 marks for a clear explanation explicitly related to the success or otherwise of the government's approach, possibly referring to high rates of ASBO breaches, deviant status, civil liberty issues, lack of powers of PCSOs, role of councils, etc.	AO2	1

**EITHER****0 7**

Discuss how far sociologists would agree that women are less likely to commit crime than men. <i>(12 marks)</i>
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**0** No relevant points made.

**1–3** Basic statements about crime and/or deviance and/or women. AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

**4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg data on/summaries of the number of crimes committed by different genders), concepts (eg differential socialisation, ladettes, opportunity) and/or ideas (eg methodological critiques, chivalry thesis, feminist ideas), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'. AO2 2  
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

**7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor. AO2 2  
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

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**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the level and nature of female crime, the methodological issues around statistical data, the variations in opportunity and treatment by the agents of social control, feminist theoretical positions, etc). It is likely that responses at this level will seek to distinguish between different categories of crime and/or discuss the impact of other variables such as class or ethnicity. **NB:** not all of these are necessary, even for full marks.

AO3

3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

## OR

0 8

Discuss how far sociologists would agree that in Britain today working-class criminals are more likely to be convicted than middle-class and upper-class 'white collar' criminals. (12 marks)

**0** No relevant points made.

**1–3** Basic statements about crime and/or social class. AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

**4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg data on levels of crime and/or convictions by social class, etc), concepts (eg white collar crime, corporate crime, agents of social control, moral panics, labelling) and/or ideas (eg those from Marxist and other conflict perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'. AO1 1  
AO2 2

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

**7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor. AO2 2  
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.



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**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to sociological views on the operation of the law and the forces of social control, possible disparities between the incidence of different types of crime and levels of convictions, the relative importance of other variables such as gender or ethnicity, the complex nature of some criminal activity in an advanced society, etc). To reach this band candidates must explicitly address ‘white collar crime’ and not just discuss social class as a generalised variable. **NB:** not all of these are necessary, even for full marks.

AO3

3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

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**TOPIC 2**
**MASS MEDIA****Total for this topic: 30 marks**

		<b>AO</b>	<b>Marks</b>
<b>0</b>   <b>9</b>	From <b>Item C</b> , what percentage of articles referring to Muslims in May 2006 were positive? <i>(1 mark)</i>		
	4(%)	AO3	1
<b>1</b>   <b>0</b>	From <b>Item D</b> , to which category do parents of digital natives often belong? <i>(1 mark)</i>		
	Digital shoppers/(mostly) middle-aged adults.	AO3	1
<b>1</b>   <b>1</b>	Identify <b>two</b> ways in which the mass media can influence public opinion. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate way, eg agenda setting, supporting a political party, campaigns, sensationalising issues, etc.	AO1	2
<b>1</b>   <b>2</b>	Explain what sociologists mean by deviancy amplification. <i>(4 marks)</i>		
	1 mark for basic statements about deviancy amplification. These might simply focus on defining deviancy with little or no reference to the role of the mass media.	AO1	1
	2–3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the role of the mass media in shaping public opinion, and there will be some indication that the candidate understands the process by which amplification occurs.	AO1	2
	4 marks for a clear explanation that relates to the cyclical aspects of the process and the power of those who control mass media output. Candidates may refer to relevant aspects of the process such as sensitisation, societal reaction, moral panic and so forth.	AO1	1

		<b>AO</b>	<b>Marks</b>
<b>1 3</b>	Describe <b>one</b> way in which politicians use the mass media to get their message across <b>and</b> explain why this media coverage might lead people to lose faith in the main political parties. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg 'spin', selective briefing, creating a presidential image, use of party political broadcasts, press conferences, etc.	AO2	1
	<b>Plus</b>		
	1–2 marks for a simple explanation through reference to the potentially negative impact this has on attitudes to the main political parties and/or mainstream politicians.	AO2	2
	3 marks for a clear explanation explicitly related to the possible loss of faith in the main political parties and/or mainstream politicians, possibly referring to over-exposure, lack of trust, cynicism about main political parties' probity and/or motives, similarity of main parties' policies, etc.	AO2	1
<b>1 4</b>	Describe <b>one</b> way in which the portrayal of violence in the mass media is claimed to lead to an increased level of violence in society <b>and</b> explain why sociologists might find problems researching such a claim. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg referring to desensitisation, propensity, 'copycat' violence, impact of video games.	AO2	1
	<b>Plus</b>		
	1–2 marks for a simple explanation through reference to the problems for sociologists in researching this area.	AO2	2
	3 marks for a clear explanation explicitly related to problems sociologists might face in researching such a claim, possibly referring to ethical and/or other methodological issues, difficulties in establishing causality, the debate over media effects, etc.	AO2	1

**EITHER****1 5**

Discuss how far sociologists would agree that the mass media present a negative image of ethnic minorities. (12 marks)

**0** No relevant points made.

**1–3** Basic statements about the mass media and/or ethnic minorities. AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

**4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to the image(s) of ethnic minorities presented by the mass media, their lives in Britain today), concepts (eg stereotypes, representation, bias) and/or ideas (eg prejudice), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'. AO1 1  
AO2 2

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

**7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor. AO2 2  
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to contrasting evidence from examples, studies, etc, on the level and consistency of negative imagery, variations between and/or within different types of media, variations in the images presented of different ethnic minorities and their cultures/religions, etc). **NB:** not all of these are necessary, even for full marks. AO3 3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

**Note:** Candidates who refer solely to one ethnic minority, or to just one or two aspects of image (eg dress, religion, etc) should be credited appropriately, and can access all mark bands if their response meets the criteria set out above.

## OR

1 6

Discuss how far sociologists would agree that the internet and other digital media are now the main influences shaping how young people see themselves and others. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about the internet/digital media and/or young people. AO1 3
- In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.
- 4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to the development of/growth in internet use, the expansion of other digital media, the lives of young people in Britain today), concepts (eg interactivity, social identity, socialisation, instant gratification) and/or ideas (eg those from post-modernist perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'. AO1 1  
AO2 2
- In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.
- 7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor. AO2 2  
AO3 1
- In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

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**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the degree to which young people now define themselves through association with images and opinions derived from the internet/digital media, the degree to which these types of media have replaced more traditional agents of socialisation within and beyond the wider mass media, the blurring of boundaries between reality and media imagery, the expansion of access to knowledge offered by the internet, etc). **NB:** not all of these are necessary, even for full marks.

AO3

3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy: they use a wide range of specialist terms adeptly.

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**TOPIC 3**
**POWER****Total for this question: 30 marks**

		<b>AO</b>	<b>Marks</b>
<b>1 7</b>	From <b>Item E</b> , what are the demonstrators demanding? <i>(1 mark)</i>		
	Free education.	AO3	1
<b>1 8</b>	From <b>Item F</b> , what type of school was attended by many of Britain's most powerful leaders? <i>(1 mark)</i>		
	Private school(s).	AO3	1
<b>1 9</b>	Identify <b>two</b> ways in which pressure groups can attempt to influence public opinion. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate way, eg media campaigns, advertising, demonstrations, stunts, leafleting, using celebrities, etc.	AO1	2
<b>2 0</b>	Explain what sociologists mean by discrimination. <i>(4 marks)</i>		
	1 mark for basic statements about discrimination. These might simply focus on being treated differently, with no reference to the issue of power.	AO1	1
	2–3 marks for a partial or under-developed explanation, possibly via an example, in which there will be some indication that the candidate understands the processes by which discrimination occurs and/or it becomes a social problem.	AO1	2
	4 marks for a clear explanation that explicitly explains relevant aspects of the process such as stereotyping, racism, sexism, power differences, etc.	AO1	1



**2** | **1**

Describe **one** way in which recent governments have changed how they provide benefits for people who are unemployed **and** explain why this might lead to political arguments and debate. (5 marks)

1 mark for a partial description. AO1 1

2 marks for an appropriate and more developed description of, eg introduction of more rigorous assessment, linkages to tax system, incentivisation to work, performance targets for benefits staff, specific help (eg apprenticeships) for the young tied to receipt of benefits, etc. AO2 1

**Plus**

1–2 marks for a simple explanation through reference to any political argument(s) or debate relevant to the chosen change. AO2 2

3 marks for a clear explanation explicitly related to the differing views of political parties and/or other relevant movements, organisations, groups, etc, on the change to provision of benefits, possibly referring to, eg arguments about statistics and/or costs, New Right, Social Democratic and/or other such ideological positions, views of interest groups, etc. AO2 1

**2** | **2**

Describe **one** way in which police powers have increased in Britain in the last 30 years **and** explain why some groups would consider this to be a problem. (5 marks)

1 mark for a partial description. AO1 1

2 marks for an appropriate and more developed description of eg stop and search, anti-terrorist powers, increased surveillance powers, erosion of habeas corpus, etc. AO2 1

**Plus**

1–2 marks for a simple explanation through reference to problems that might be identified by social groups such as ethnic minorities, civil liberty groups, political movements, etc. AO2 2

3 marks for a clear explanation explicitly related to the views of social and/or interest groups who might consider this a problem, possibly referring to moral panics, power of the state, human rights, repressive state apparatus, etc. AO2 1

**EITHER****2 3**

Discuss how far sociologists would agree that young people are not interested in politics. (12 marks)
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<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about politics and/or young people.  In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (eg statistics on turnout in recent elections, party membership, membership of/involvement with NSMs), concepts (eg pressure groups, apathy, disenchantment, alienation) and/or ideas (eg single issue politics, globalisation, ideas from postmodernist perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'.  In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
<b>7–9</b>	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor.  In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
<b>10–12</b>	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to different types of political participation, explicit comparison with a variety of other political generations, the impact of globalised culture and/or media access, the impact of other variables such as class and ethnicity, single-issue politics, etc). <b>NB:</b> not all of these are necessary, even for full marks.  In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

## OR

2 4

Discuss how far sociologists would agree that power is shared equally between different social classes in Britain today. (12 marks)

<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about power and/or social class.	AO1	3
	In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.		
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (eg data on social origins of the powerful, universal franchise, location of economic power), concepts (eg ‘old boy’ network, closed elites, meritocracies) and/or ideas (eg those from Marxist and pluralist perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.	AO1	1
		AO2	2
	In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.		
<b>7–9</b>	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’ eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor.	AO2	2
		AO3	1
	In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.		
<b>10–12</b>	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the degree to which power is dispersed, the impact of other variables such as ethnicity and gender, the role of the state in a modern society, the impact of globalisation and/or social mobility, the wider theoretical debate on this issue, etc). <b>NB:</b> not all of these are necessary, even for full marks.	AO3	3
		In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	

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**TOPIC 4**
**SOCIAL INEQUALITY****Total for this question: 30 marks**

		<b>AO</b>	<b>Marks</b>
<b>2   5</b>	From <b>Item G</b> , what percentage of higher professionals believe that there is less social mobility than in the past? <span style="float: right;"><i>(1 mark)</i></span>		
	24(%)	AO3	1
<b>2   6</b>	From <b>Item H</b> , who is criticised for raising a new underclass? <span style="float: right;"><i>(1 mark)</i></span>		
	Teenage mothers (accept single parents).	AO3	1
<b>2   7</b>	Identify <b>two</b> ways in which the poor experience a lower level of life chances than the rest of society. <span style="float: right;"><i>(2 marks)</i></span>		
	1 mark for each of two identifications of an appropriate way, eg poorer health, lower educational outcomes, shorter lives, lower incomes, more chance of unemployment.	AO1	2
<b>2   8</b>	Explain what sociologists mean by institutional racism. <span style="float: right;"><i>(4 marks)</i></span>		
	1 mark for basic statements about racism and/or ethnic minorities in general.	AO1	1
	2–3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the role of institutions such as the police, schools, etc.	AO1	2
	4 marks for a clear explanation that shows understanding of institutional racism as a possibly unintended consequence of eg structures, processes and/or cultures within organisations. Candidates may refer to relevant aspects such as canteen culture, discrimination and so forth.	AO1	1

**2 | 9**

Describe **one** way in which governments have attempted to end gender discrimination in the workplace **and** explain why this policy might not have been successful. *(5 marks)*

1 mark for a partial description.

AO1 1

2 marks for an appropriate and more developed description of, eg relevant legislation on equality of opportunity, funding child care provision, placing equality requirements in government contracts, funding training for employers, imposing quotas, improving rights of part-time workers, etc.

AO2 1

**Plus**

1–2 marks for a simple explanation through reference to the potential lack of success of the chosen action.

AO2 2

3 marks for a clear explanation explicitly related to the possible lack of success of the chosen action, possibly referring to glass ceiling, sexist attitudes, cost of child care, difficulty in changing stereotypical attitudes to women from employers and other workers, etc.

AO2 1

**3 | 0**

Describe **one** reason why people find themselves in poverty **and** explain why it might be difficult for them to get out of this situation. *(5 marks)*

1 mark for a partial description.

AO1 1

2 marks for an appropriate and more developed description related to, eg family background, poor educational outcomes, unemployment, family breakdown, retirement, ill-health, disability, etc.

AO2 1

**Plus**

1–2 marks for a simple explanation, through reference to the chosen reason, of difficulties faced by groups so affected in escaping poverty.

AO2 2

3 marks for a clear explanation which is explicitly related to the continuation of poverty, possibly referring to definitions of poverty, cycle of poverty, culture of poverty thesis, situational constraints, poverty trap, social exclusion, etc.

AO2 1

**EITHER****3 1**

Discuss how far sociologists would agree that improving access to high-quality education is the most effective way to increase upward social mobility. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about education and/or social mobility. AO1 3
- In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.
- 4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg data on social mobility, data on educational access and achievement as between relevant social groups, government initiatives like EIC), concepts (eg class, mobility, meritocracy) and/or ideas (eg those derived from Marxist, Functionalist and Social Democratic perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.
- In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.
- 7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’ eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor.
- In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.
- 10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the links between education and social mobility, the impact of government initiatives like EIC, SureStart, etc, the impact of other variables like ethnicity on social mobility, recruitment to elites and so on). **NB:** not all of these are necessary, even for full marks.
- In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

## OR

3 2

Discuss how far sociologists would agree that the growth of an underclass has led to an increasing number of social problems in Britain today. (12 marks)
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**0** No relevant points made.

**1–3** Basic statements about the underclass and/or social problems in general. AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

**4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg via elaboration as to what an underclass is, the use of data on, or discussion of one or more alleged problems derived from the existence of an underclass, etc), concepts (eg lone parents, role models, social exclusion, underachievement, culture of poverty) and/or ideas (possibly referencing views from, eg New Right and/or Marxist perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'. AO1 1  
AO2 2

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

**7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' eg via a less-developed or more limited use of the sociological examples in the 10–12 band descriptor. AO2 2  
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to the debate as to the existence and/or growth of an underclass and its claimed relationship to social problems in Britain today, the contrasting theoretical and political positions taken up by commentators, the different explanations for the continued existence of poverty, etc). **AO3**      **3**  
**NB:** not all of these are necessary, even for full marks.

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.



**Assessment Objectives Grid – Unit 2****Examination Series: January 2011**

<b>Assessment Objectives</b>	
AO1	Recall, select and communicate knowledge and understanding of social structures, processes and issues
AO2	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar
AO3	Select, interpret, analyse and evaluate information from different sources

<b>Topic Area</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total Marks</b>
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
4	12	12	6	30
<b>Total (3 options only)</b>	<b>36</b>	<b>36</b>	<b>18</b>	<b>90</b>

**Summary of the Mark Distribution**

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Topic 1</b>					
	0 1			1	1
	0 2			1	1
	0 3	2			2
	0 4	4			4
	0 5	1	4		5
	0 6	1	4		5
EITHER	0 7	4	4	4	12
OR	0 8	4	4	4	12
<b>Topic 2</b>					
	0 9			1	1
	1 0			1	1
	1 1	2			2
	1 2	4			4
	1 3	1	4		5
	1 4	1	4		5
EITHER	1 5	4	4	4	12
OR	1 6	4	4	4	12
<b>Topic 3</b>					
	1 7			1	1
	1 8			1	1
	1 9	2			2
	2 0	4			4
	2 1	1	4		5

	2	2	1	4		5
EITHER	2	3	4	4	4	12
OR	2	4	4	4	4	12
<b>Topic 4</b>						
	2	5			1	1
	2	6			1	1
	2	7	2			2
	2	8	4			4
	2	9	1	4		5
	3	0	1	4		5
EITHER	3	1	4	4	4	12
OR	3	2	4	4	4	12