

GCSE SOCIOLOGY

Unit 2
Mark scheme

41902
June 2014

Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

General Certificate of Secondary Education**SOCIOLOGY Unit 2****Mark Scheme****June 2014**

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 students 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 the questions carrying 12 marks, viz., questions 7, 8, 15, 16, 23, 24, 31 and 32.

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

0	1	From Item A , what proportion of female prisoners was excluded from school? <p style="text-align: right;">[1 mark]</p>
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One third (or any mathematical synonym)

0	2	From Item B , why did gang members find it difficult to get a job with good pay and high status? <p style="text-align: right;">[1 mark]</p>
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Had done badly at school

0	3	Identify one advantage and one disadvantage of using official crime statistics. <p style="text-align: right;">[2 marks]</p>
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1 mark for any specific and appropriate advantage, eg, shows trends, gives an overview, useful for politicians, has credibility in the eyes of the public, easy to understand, etc.

1 mark for any specific and appropriate disadvantage, eg, may lack validity, excludes unreported/unrecorded crimes, can be manipulated for political advantage, ignores the 'dark figure', etc.

0	4	Explain what sociologists mean by corporate crime. <p style="text-align: right;">[4 marks]</p>
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1 mark for basic statements about crime committed in or by businesses.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which some reference will be made to the notion of crime committed by business or similar organisations and/or its corporate ownership/leadership, as opposed to an individual who works for such bodies (i.e., white collar crime).

4 marks for a clear explanation that is explicitly related to corporate crime, and which addresses the role/accountability of the organisation and/or its corporate ownership/leadership. Students may develop the response via references to eg, Marxist approaches, 'crimes of the powerful', environmental crime, corporate manslaughter, corporate tax fraud, etc.

0 5

Describe **one** way in which recent governments have attempted to reduce levels of violent crime in society **and** explain how successful this has been.

[5 marks]

1 mark for a partial description, possibly of a measure that is not unique to, or which is not linked explicitly to tackling violent crime.

2 marks for an appropriate and more developed description of any relevant example (measures on knife crime, CCTV, targeted policing, anti-gang education, etc.), possibly drawn from the student's own locality. These must be explicitly linked to tackling violent crime for 2 marks.

Plus

1-2 marks for a simple explanation, looking at the success or otherwise of the measure.

3 marks for a clear explanation explicitly linked to tackling violent crime, which may look at the issue in some depth, or which may explore an example in some detail, discuss cultural factors, etc.

0 6

Describe **one** way in which agencies of formal social control encourage people to conform **and** explain why this may lead to problems for some social groups.

[5 marks]

1 mark for a partial description, possibly just naming an agency of social control without considering the process by which people are encouraged to conform.

2 marks for an appropriate and more developed description of any relevant example (a process drawn from the legal system/judiciary, the legislative, executive, prison system, sanctions applied by the state, etc).

Plus

1-2 marks for a simple explanation linked to the description. This might reference problems faced by eg, minority ethnic groups, radical groups, sub-cultures, etc, in the exercise of societal power.

3 marks for a clear explanation explicitly related to the problems faced by one or more social group(s). This might deal in some depth with one of the issues and/or examples mentioned above, or it might consider the impact of issues such as religion, sub-cultural values, gangs, etc.

Section 2**Either****0 7**

Discuss how far sociologists would agree that the working class is more likely to commit crime than other social classes.

[12 marks]

- 0** No relevant points made.
- 1–3** Basic statements about crime and/or class in general. In this band, students 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 by reference to data on crime by class), concepts (eg socio-economic class, repressive state apparatus, selective enforcement, etc) and/or ideas (eg those from Marxist approaches), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students 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 clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. It is possible that at this level some responses will re-interpret the question into one whose main focus is white-collar crime. In this band, students 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 definition of what is criminal, the impact of state policies on crime, police and judicial stereotyping, etc and/or a more detailed theoretical debate). To reach this band there must be an explicit focus on levels of working class crime. **NB** Not all of these are necessary, even for full marks. In this band, students 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 belonging to a sub-culture leads to deviant behaviour in young people.

[12 marks]

- 0** No relevant points made.
- 1–3** Basic statements about deviance/crime/or sub-cultures and/or the young. 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 material on gangs, sub-cultural groups, etc), concepts (eg sub-culture, peer pressure, status frustration, etc) and/or ideas (eg from functionalist and/or sub-cultural theorists), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students 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) together with a reasonably explicit focus on deviance per se rather than just crime. There must also be clear evidence that the candidate recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. In this band, students 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 detailed examination of competing sub-cultural explanations, consideration of other explanations for deviance such as labelling theory, etc). Candidates may also make appropriate use of specific examples of youth sub-culture, etc. **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.

TOPIC 2**MASS MEDIA****Total for this topic: 30 marks****Section 3**

0	9	From Item C , what percentage of girls aged 7-11 belonged to at least one social networking site?	[1 mark]
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71

1	0	From Item D , which social group was stereotyped in the 1980s as being responsible for most street crime?	[1 mark]
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Young black men

1	1	Identify two ways in which groups such as animal rights protesters may use the internet to promote their opinions.	[2 marks]
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1 mark for each appropriate way that is explicitly related to use of the internet, eg, blogging, setting up websites, using social media, emailing for support, online petitions, etc.

1	2	Explain what sociologists studying the mass media mean by pluralism.	[4 marks]
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1 mark for basic statements about audiences, lots of media companies or similar.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which some reference will be made to one or more pluralist viewpoint(s) on the media, e.g., the idea that different parts of the media cater for different social groups, that the audience determines media content, etc.

4 marks for a clear explanation of the term, possibly via a more developed account of the 2-3 mark band, which may, for example, link to the traditional debates on ownership and control and/or relevant media effects models.

1 3

Describe **one** way in which the owners of the mass media may influence what is reported in the news **and** explain why this may cause problems in a democracy.

[5 marks]

1 mark for a partial description, possibly a basic/general statement about ownership that is not linked to influence.

2 marks for an appropriate and more developed description of any appropriate example, (agenda setting, hiring/firing editors, giving support to a political party, etc).

Plus

1-2 marks for a simple explanation through reference to, eg, a relevant example, discussion of difficulties faced by minority or opposing viewpoints, inequalities in distribution of political power and influence, etc.

3 marks for a clear explanation explicitly related to the impact on an aspect of the democratic process. More detailed versions of the 1-2 mark band could feature here, as could those supported by a detailed example taken from recent contemporary events; alternatively responses might present a discussion around concepts such as hegemony, dominant ideology, etc

1 4

Describe **one** sociological argument which claims that violence in the mass media leads to violence in real life **and** explain why some sociologists may disagree with this argument.

[5 marks]

1 mark for a partial description, possibly a limited reference to the hypodermic syringe model which has no further explanation and/or link to violence in the mass media.

2 marks for an appropriate and more developed description of any relevant example linked to the mass media (copycat violence, desensitisation, etc, probably including reference to Bandura and/or to the Jamie Bulger case or similar. Examples from beyond the UK are acceptable here).

Plus

1-2 marks for a simple explanation of any relevant opposing sociological argument and/or evidence, possibly drawn from consideration of methodological issues around studies such as Bandura's.

3 marks for a clear explanation which explicitly addresses a relevant opposing sociological argument on violence in the mass media. Students may do this via a more detailed use of a relevant study/empirical example, or by discussion of issues such as access to the media by offenders, decoding, other factors leading to violence, etc.

Section 4**Either**

1	5
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Discuss how far sociologists would agree that the mass media are the most important agent of socialisation in society today.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about the mass media and/or socialisation/socialising. 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, on levels of access to the media, media consumption and/or penetration, nature of family life today), concepts (eg, agencies of socialisation, media saturation, hyperreality, etc.) and/or ideas (e.g., those from postmodern and/or functionalist perspectives, etc.), though focus may not be consistent and the quality/range of the material may be limited. There will be little or 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 clear evidence that the candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top 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 the enduring influence of more traditional agencies of socialisation, more detailed consideration of the theoretical debate, discussion of the ideological nature of all forms of socialisation, etc, which will be explicitly linked to contemporary society). **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

1 6

Discuss how far sociologists would agree that the mass media present a negative stereotype of minority ethnic groups.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about the mass media and/or minority ethnic groups. 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, of relevant studies, data on media representations, etc), concepts (eg, stereotypes, symbolic annihilation, folk devil, amplification, etc) and/or ideas (eg, those drawn from conflict positions), though focus may not be consistent and the quality/range of the material may be limited. There will be little or 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 clear evidence that the candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top 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 variations in presentation between different minority groups, by consideration of the degree to which more positive representations have followed changes in social attitudes, possibly distinguishing here between old and new forms of media, by consideration of the theoretical debate in more depth, etc.). **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.

TOPIC 3**POWER****Total for this topic: 30 marks****Section 5**

1	7	From Item E , what percentage of those aged 25 – 34 were uncertain whether they would vote in the next general election? <p style="text-align: right;">[1 mark]</p>
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23

1	8	From Item F , how much wealth per person would the richest ten per cent have by the time they retired? <p style="text-align: right;">[1 mark]</p>
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£900 000

1	9	Identify two types of authority. <p style="text-align: right;">[2 marks]</p>
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1 mark for appropriate type of authority identified, eg legal rational, charismatic, traditional, or any acceptable (and sufficiently different) synonyms/examples.

2	0	Explain what sociologists mean by dictatorship. <p style="text-align: right;">[4 marks]</p>
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1 mark for basic statements about being ruled by one person, etc.

2-3 marks for a partial or under-developed explanation, possibly via an example (eg, of a dictator such as Hitler, or of a one-party state such as N. Korea), in which some reference will be made to the concept of a state controlled by an individual leader/small group/single party. At this level responses may focus more on describing one or two aspects of democracy which a dictatorship is claimed to lack than on dictatorship per se.

4 marks for a clear explanation that is explicitly related to dictatorship and/or dictators. Students may develop the response via a detailed example, by exploring issues such as the cult of leadership, the role of forces of social control, the role of ideology and/or by examining limitations on human rights, etc.

2 1

Describe **one** area of social life where women have less power than men **and** explain why this situation continues today.

[5 marks]

1 mark for a partial description, possibly through undeveloped use of a term such as ‘glass ceiling’, by unspecific reference to discrimination or by identifying an area with no further development (eg, ‘in politics’).

2 marks for an appropriate and more developed description of any relevant example of an area of social life in which women may have less power than men (occupational status, political institutions, economic power, position within the family, status within various religions, etc).

Plus

1-2 marks for a simple explanation, possibly via an example, which examines why the situation continues, possibly referencing enduring sexist attitudes in work, the mass media, politics etc.

3 marks for a clear explanation explicitly related to the persistence of gender inequality in power distribution. Candidates may present more detailed versions of the material in the 1-2 band, or may look at feminist explanations, etc.

2 2

Describe **one** way in which recent governments have tried to reduce the cost of the Welfare State **and** explain how successful this has been.

[5 marks]

1 mark for a partial description, possibly a generalised reference to ‘making cuts’ which is not explicitly linked to the Welfare State.

2 marks for an appropriate and more developed description of a relevant example drawn from recent or contemporary life (increasing thresholds for access to benefit, imposing caps on benefits, introducing more stringent tests for disability claimants, increasing retirement age, NHS reforms, etc.).

Plus

1-2 marks for a simple explanation, possibly via an example, which addresses the success or lack of success of the measure, etc, on the cost of the Welfare State, possibly referencing the impact of government economic and social policies on the number of claimants, the impact of an increasingly elderly population, higher expectations in medical care, etc.

3 marks for a clear explanation explicitly related to the success or otherwise of the measure, etc., in reducing costs. Candidates may explore the exemplars in the 1-2 band and/or an example in some depth, may refer to appropriate data, etc.

Section 6**Either****2 3**

Discuss how far sociologists would agree that in Britain today young people are not interested in politics.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about young people and/or politics/political participation. 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, levels of participation by the young, recent voting patterns, etc.), concepts (eg, apathy, single issue politics, new social movements, etc.) and/or ideas (eg, those from conflict perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be little or 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 clear evidence that the candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top 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 examination of the degree to which participations levels vary within groups of young people, by the use of relevant empirical material/examples, etc to argue an opposing case, by examination of the involvement of the young in alternative political movements such as pressure groups and NSMs, etc.). **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

2 4

Discuss how far sociologists would agree that in Britain today the poor have little power over their lives.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about the poor and/or power.
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 drawn from any relevant area of social life (eg, studies/data on the social status/power of the poor), concepts (eg, inequality, fatalism, closed elites) and/or ideas (eg, those from Marxist and New Right positions), though focus may not be consistent and the quality/range of the material may be limited. There will be little or 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), and the response will begin to focus explicitly on power, as opposed to general statements about the nature of poverty. There must also be clear evidence that the candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top 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 various data and/or contemporary examples on levels of power for the poor and other social groups, drawn from any relevant aspect of social life, by development of the theoretical debate, etc). **NB** Not all of these are necessary, even for full marks, but to reach this band a response will need to focus explicitly on power, as opposed to a more general discussion of the nature or causes of poverty. In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy: they use a wide range of specialist terms adeptly.

TOPIC 4**SOCIAL INEQUALITY****Total for this topic: 30 marks****Section 7****2 | 5**From **Item G**, what do some writers in Britain today argue about the benefits system?**[1 mark]**

It keeps people poor/in poverty.

2 | 6From **Item H**, what occupational group had the highest percentage of men involved in three or four unhealthy activities in 2008?**[1 mark]**

The unskilled.

2 | 7Identify **two** examples of racism that minority ethnic groups may experience.**[2 marks]**

1 mark for each of any relevant area/example, eg, institutional racism, racism within the workplace, in political life, through media representation, or any other relevant example of discrimination and/or prejudice, etc.

2 | 8

Explain what sociologists mean by achieved status.

[4 marks]

1 mark for basic statements about doing well, or similar.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the notion of status based on personal ability, commitment, etc rather than birth, etc. At this level responses may tend to be anecdotal rather than sociological, eg, referencing a celebrity.

4 marks for a clear explanation, which is explicitly linked to the notion of status achieved through educational/personal success etc, rather than through birth. Candidates might discuss a specific example in a more sociological fashion, may explore issues of power, inequality, meritocracy, etc, in some depth, or may link the concept to a theoretical position (eg functionalism).

2	9
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Describe **one** way in which some sociologists define poverty **and** explain why other sociologists may choose another way to do this.

[5 marks]

1 mark for a partial description, possibly a brief reference to a definition of poverty with no further explanation.

2 marks for an appropriate and more developed description of any relevant example, (relative, absolute, subjective, environmental poverty, etc, or, alternatively, of the criteria that may be used in these).

Plus

1-2 marks for a simple explanation, possibly via an example, as to why other sociologists may choose an alternative approach. At this level students may present a simple account of the advantages and/or disadvantages of relative and absolute measures of poverty.

3 marks for a clear explanation explicitly related to the sociological debate about how to define poverty. Answers may do this via a more detailed consideration of the points in the 1-2 band, or by a more detailed examination of competing sets of criteria used in defining poverty.

3	0
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Describe **one** way in which the social status of men has changed in recent years **and** explain why this has happened.

[5 marks]

1 mark for a partial description, possibly of the 'new man', or of a change that affects men indirectly (eg looking at the relative status of women rather than men).

2 marks for an appropriate and more developed description of any relevant example of change in the social status of men, (within the family, the workplace, etc).

Plus

1-2 marks for a simple explanation, possibly via an example, as to why men's status has changed in the area identified in the first part of the question.

3 marks for a clear explanation which is explicitly related to the social status of men, possibly referencing the impact of equality legislation, changing social attitudes, the impact of feminism, etc.

Section 8**Either****3 1**

Discuss how far sociologists would agree that welfare dependency is the main cause of poverty in Britain today.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about welfare and/or the poor. 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 poverty and its distribution, information on welfare provision), concepts (eg, benefits culture, poverty trap, short-term orientation, fatalism, etc) and/or ideas (eg, those derived from social democratic and New Right perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be little or 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 clear evidence that the candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top 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, theories, etc, as to the origins of poverty, to the current political debates around the elimination of poverty and the role of the Welfare State, etc.). **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 social class is still the most important cause of inequality in Britain today.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about class and/or inequality in general.
- 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 socio-economic class and inequality, etc), concepts (eg class divide, capitalism, proletariat etc) and/or ideas (eg from Marxist and other viewpoints), though focus may not be consistent and the quality/range of the material may be limited. There will be little or 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 clear evidence that the candidate recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top 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' (e.g., by detailed reference to other variables which affect inequality such as age, gender and ethnicity, by consideration of contrasting theoretical standpoints such as functionalism, by examination of arguments about meritocracy, etc.). **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: June 2014**

Assessment Objectives	
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

Topic Area	AO1	AO2	AO3	Total Marks
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
4	12	12	6	30
Total (3 topics only)	36	36	18	90

Summary of the Mark Distribution

		AO1	AO2	AO3	Total
Topic 1					
	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
Topic 2					
	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
Topic 3					
	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
Topic 4						
	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