
GCSE

Sociology

41902/Unit 2 Crime and Deviance; Mass Media; Power; Social Inequality
Mark scheme

4190
June 2015

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 2015**

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 students 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. Students 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****Section 1**

- 1** From **Item A**, what trend is shown in official statistics over the last 10 years?
(**Tick the correct box.**)

[1 mark]

Levels of crime have increased

Levels of crime have stayed the same

Levels of crime have decreased

- 2** From **Item B**, which is the most common offence for which women were arrested in 2010-2011?

[1 mark]

Violence (can be rewarded on its own, or as part of a phrase / sentence. Also accept phrases such as 'being violent').

- 3** Identify **two** types of legal punishment used in the United Kingdom today for those who break the law.

[2 marks]

1 mark for each of any correctly-identified contemporary UK legal sanction, eg imprisonment, fines, community service, banning orders, cautions, curfews, tagging, suspended sentence, etc.

4 Explain what sociologists mean by anomie.

[4 marks]

1 mark for basic statements about social breakdown/lack of rules or similar.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which some linkage will be made between lack of/confusion about clear norms and values and social breakdown.

4 marks for a clear explanation which makes the linkage in the 2-3 band and its place in the study of deviance explicit, possibly by correctly identifying the concept's theoretical location/author. In this band students may also explore issues in the 2-3 band in more depth.

5 Describe **one** way in which the police have tried to reduce property crime **and** explain why people in some localities are more likely to be victims of property crime than others.

[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 property crime eg 'using CCTV.'

2 marks for an appropriate and more developed description of any relevant example (use of CCTV in shops to identify thieves, targeted policing, publicity campaigns, initiatives to encode property, offering advice on security in homes, etc), possibly drawn from the student's own locality. These must be explicitly linked to tackling property crime for 2 marks.

Plus

1-2 marks for a simple explanation, looking at any comparison between localities (eg between rural and urban, rich and poor areas, etc.)

3 marks for a clear explanation explicitly linked to tackling property crime and to comparison between different localities. Responses may explore an example in some detail, discuss the cost of security measures, the difficulty of policing remote areas, etc.

6 Describe **one** way in which deviant behaviour may differ between age groups **and** explain why this difference occurs.

[5 marks]

1 mark for a partial description, possibly a basic statement such as ‘Young people commit lots of crime’.

2 marks for an appropriate and more developed description of any relevant example which compares at least two age groups (information on type and/or frequency of deviant acts by age group, statistical data on crime and age groups, comparisons of likelihood of deviance, etc.).

Plus

1-2 marks for a simple explanation linked to the description. This might reference issues such as differences in socialisation, impact of marriage/parenthood, relative levels of opportunity, impact of age on physical abilities, etc.

3 marks for a clear explanation explicitly related to the differences between at least two age groups. This might deal in some depth with one of the issues mentioned above, or it might consider the impact of wider social changes, eg, secularisation, alleged decline of family values, impact of consumerism, etc.

Section 2**Either**

7 Discuss how far sociologists would agree that official statistics give a true representation of crime in society.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about statistics and/or crime. Generic statements around the advantages/disadvantages of using official statistics which have no link whatsoever to representation of crime cannot progress beyond this band. 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 statistical data on levels and/or types of crime, and/or to the processes of collection), concepts (eg reliability, representativeness, sociology as a science, etc) and/or ideas (eg those from positivist 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 present a descriptive list of the advantages and/or disadvantages of alternative methods used in the study of 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 detailed critical examination of the processes of data collection, detailed reference to the 'dark figure', the impact of political priorities/policing strategies on recording crime, and/or by a more detailed theoretical/methodological debate). NB Not all of the above examples 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

- 8** Discuss how far sociologists would agree that gender socialisation is the main reason why women commit less crime than men.

[12 marks]

- 0** No relevant points made
- 1-3** Basic statements about gender and/or socialisation and/or crime. Students who re-interpret the question into one on the causes of male crime, with no consideration of women, cannot progress beyond this band. 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 statistical data on levels/types of crime by gender, etc), concepts (eg, gender socialisation, canalisation, bedroom culture, patriarchy, etc) and/or ideas (eg from feminist 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'. Students may present an answer that is imbalanced in its consideration of the two genders, or may simply describe gender differences in criminality rather than examining factors leading to these. 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 candidate recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. It is possible that some responses in this band will present a descriptive list of a range of factors in the distribution of crime by gender, with relatively limited consideration of the importance of gender socialisation per se. 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 explanations for gender differences in levels of crime, by consideration of differences in the types of crime committed by women and men, by consideration of the theoretical debate in some depth, etc). To reach this band responses must explicitly address the 'main reason'/importance of gender socialisation aspect of the question. NB Not all of the above examples 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.

Topic 2 Mass Media**Section 3**

- 9** From **Item C**, what did early studies claim about the mass media's audience?
(Tick the correct box.)

[1 mark]

The mass media had no influence on the audience

The audience just accepted the media's message

The way the audience was influenced was complicated

- 10** From **Item D**, what percentage of articles in tabloids in 2004–2005 described disabled people in negative terms?

[1 mark]

12 / 12% / twelve / twelve percent

- 11** Identify **two** examples of folk devils found in recent mass media, apart from those mentioned in **Item D**.

[2 marks]

1 mark for each of an appropriate example of a folk devil from the recent mass media, eg hoodies, asylum seekers, Eastern European immigrants, gypsies/Roma, child abusers, Muslims as terrorists, young single mothers, etc. **NB** Not: the disabled, work-shy, benefit scroungers.

12 Explain what sociologists mean by content analysis.

[4 marks]

1 mark for basic statements about ‘looking at what’s in the mass media’, ‘counting numbers of words’, etc.

2-3 marks for a partial or under-developed explanation, possibly via an example (eg GUMG studies), in which some reference will be made to the idea that detailed statistical or semiotic analysis of media output can convey underlying meanings/bias/ideology, 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, reference issues around the impartiality of the researcher, the reliability/representativeness of such approaches, link it appropriately to one or more media effects models and /or look at issues around ideology.

13 Describe **one** way in which the growth of the internet has changed the way we get news **and** explain why this may make it more difficult for the rich and powerful to influence people.

[5 marks]

1 mark for a partial description, possibly a basic statement about the size and/or speed of the internet that is not explicitly linked to news diffusion.

2 marks for an appropriate and more developed description of any relevant example (citizen journalism, news websites, blogs, Twitter and similar social media, newsfeeds, online postings, etc.).

Plus

1-2 marks for a simple explanation through reference to eg the difficulty the authorities face in policing the internet, the opportunities it offers for diversification of news production, the ability of individuals or groups to post/access contentious information, etc.

3 marks for a clear explanation explicitly related to the level of influence of the rich and powerful. Fuller 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 the globalisation of news production, the continuing power of big corporations, etc.

14 Describe **one** situation in which women are under-represented in the mass media **and** explain why this situation persists today.

[5 marks]

1 mark for a partial description, possibly a generalised statement such as ‘less women on TV’ or similar.

2 marks for an appropriate and more developed description of any relevant example of under-representation (TV sport, prestigious political shows, senior commentators on politics, editors/senior positions in media organisations, women as producers/directors, women in senior roles in drama, etc).

Plus

1-2 marks for a simple explanation of any relevant linked reason for the persistence of the situation today, possibly referencing social attitudes about sport, the impact of advertisers, the trivialisation of women as presenters, enduring patriarchal attitudes, etc.

3 marks for a clear explanation which explicitly addresses the persistence of the under-representation today. Students may do this via a more detailed use of a relevant example, or by discussion of issues such as sexist culture in media organisations, the expectations/assumptions of certain audiences, feminist views, etc.

Section 4**Either**

15 Discuss how far sociologists would agree that the mass media are the most important influence shaping public opinion.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about the mass media and/or public opinion. 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 on the media's role in the socialisation process and the creation of identity, the media and patterns of economic consumption, one or more relevant effects models), concepts (eg dominant ideology, media saturation, hypodermic syringe, cultural effects, male gaze, agenda-setting, etc) and/or ideas (eg those from conflict and other 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'. Responses in this band may tend to focus on the process by which the media is claimed to shape public opinion without looking at its relative importance compared to other institutions, or may simply outline one or more media effects models with limited application to the shaping of public opinion. 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 candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top band descriptor. Some responses in this band may present a descriptive list of other institutions/factors (along with the mass media) that shape public opinion without explicitly examining the 'most important' aspect of the question. Responses based around competing media effects models **must** address the 'shaping public opinion' aspect of the question in a reasonably explicit fashion to reach this band. 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 enduring influence on the shaping of public opinion of more traditional agencies such as the family, workplace and social class, the degree to which media changes the public's views as opposed to reinforcing existing ones, more detailed and explicitly applied consideration of the

theoretical debate around media effects models, discussion of the ideological nature of all forms of opinion creation, etc). To reach this band responses must explicitly address the relative importance of the mass media (as opposed to other agencies/factors) in the shaping of public opinions. NB Not all of the above examples 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

16 Discuss how far sociologists would agree that the mass media today still present a mostly negative image of minority social groups.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about stereotypes and/or minorities. 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 of relevant studies, data on media representations of minority groups etc), concepts (eg positive and negative stereotypes, demonisation, folk devils, etc) and/or ideas (eg those drawn from conflict and/or interpretivist 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'. Responses in this band may focus exclusively on describing some negative stereotypes, possibly of minority ethnic and/or religious groups, or may examine one or more studies on media representations of minority groups (eg Cohen, Hall) in more depth. 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 candidate recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. Some responses in this band may present a descriptive list of positive and negative stereotypes (possibly focusing mostly on minority ethnic and religious groups) without arriving at an explicit conclusion as to whether a negative image continues to be presented today. 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 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.). To reach this band responses must explicitly address the degree to which the mass media still present negative images today as compared to the past. NB Not all of the above examples 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.

Topic 3 Power**Section 5**

17 From **Item E**, what do pluralist sociologists believe about the distribution of power?
(Tick the correct box.)

[1 mark]

Ordinary people cannot change the way society is run

There are systems in place to stop very powerful groups dominating society

Pressure groups have no influence on governments

18 From **Item F**, which social group was most likely to vote Liberal Democrat in the 2010 general election?

[1 mark]

Managerial and professional (must have both terms, but does not need the 'and' to score).

19 Identify **two** reasons why some adults do not vote in general elections.

[2 marks]

1 mark for each of two identifications of any appropriate reason, eg apathy, do not believe voting will make any difference, do not support any of the candidates on offer, think all politicians are the same, cannot physically get to polling stations etc.

20 Explain what sociologists mean by the Welfare State.

[4 marks]

1 mark for basic statements about benefits or another feature of the Welfare State.

2-3 marks for a partial or under-developed explanation in which there will be some understanding of the notion of the state providing a 'safety net' in times of difficulty and/or of a means of combatting the original 'five evils and/or through reference to the notion of the state ensuring all citizens can access acceptable standards of healthcare, education, housing, etc irrespective of financial circumstances.

4 marks for a clear explanation that explicitly addresses the Welfare State as a social institution rather than just as a number of unrelated measures to fight one or more of poverty, ill-health, etc. Responses may examine the historical origins in some depth, may consider how political attitudes to the Welfare State have changed over time, or may examine theoretical issues of relevance.

21 Describe **one** way in which children have more power over their lives today **and** explain why this may sometimes lead to problems.

[5 marks]

1 mark for a partial description, possibly a general reference to 'having more rights' or similar.

2 marks for an appropriate and more developed description of any relevant example drawn from any area of social life (more affluent, student voice, reduction in voting age in Scotland, impact of Children Act 1990 and/or subsequent legislation, changes in attitudes to corporal punishment in the family, etc).

Plus

1-2 marks for a simple explanation, possibly via an example, which examines why the chosen example can create problems, eg the impact of 'pester power' on family budgets, the possibility of false accusations against teachers and other adults, the suggestion that children 'know their rights but not their responsibilities', the impact on family relationships, etc.

3 marks for a clear explanation explicitly related to the possible link between greater power for children and the problem(s) that may result. Students may present more detailed versions of the material in the 1-2 band, or may look at issues such as 'toxic childhood', the impact of consumerism, etc.

22 Describe **one** way in which politicians have tried to persuade people to vote for them **and** explain how successful this has been.

[5 marks]

1 mark for a partial description, possibly a generalised reference to ‘saying what people want to hear’ or similar.

2 marks for an appropriate and more developed description of any relevant example (putting forward policies to address perceived social issues, doing constituency case work, using the media to create an image, making speeches, party political broadcasts, leafleting, canvassing, etc)

Plus

1-2 marks for a simple explanation which addresses the success or lack of success of the identified action in making people vote for a particular politician, possibly referencing issues such as voter apathy, entrenched political attitudes, the positive and negative impact of media presentation, the impact of wider social issues such as unemployment on a particular area, etc.

3 marks for a clear explanation explicitly related to the success or otherwise of the measure, etc, in attracting votes. Students may explore the exemplars in the 1-2 band and/or an example in some depth, or may refer to studies on recent voting behaviour, etc.

Section 6**Either**

23 Discuss how far sociologists would agree that in the United Kingdom today power is still controlled by a wealthy elite.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about power/the rich, etc. 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 the distribution of power in various institutions, the social origins of the powerful, the distribution of wealth, etc), concepts (eg closed elites, the 'old boy' network, power elites, social closure, etc) and/or ideas (eg those from Marxist and feminist 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'. Responses in this band may tend to focus on fairly narrow, descriptive accounts of eg the social origins of contemporary politicians, etc. 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 candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top band descriptor. Some responses in this band may present a descriptive list of ways in which people from less-advantaged backgrounds can succeed in business or political life, etc, without explicitly addressing the 'still controlled' aspect of the question. 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 examination of the degree to which important institutions are open to talent, by examining the enduring power of the major public schools and elite universities in providing recruits to powerful roles, by detailed consideration of the theoretical debate, etc). To reach this band responses must explicitly address the degree to which a wealthy elite maintains power today compared to the past. NB Not all of the above examples 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

24 Discuss how far sociologists would agree that in the United Kingdom today social class remains the most important factor influencing the way people vote.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about class and/or voting. 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 studies/data on voting behaviour), concepts (eg, partisan alignment, instrumental voting) and/or ideas (eg, those from Marxist and other 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'. Responses in this band may tend to focus solely on describing one or two studies on the links between social class and voting and/or may present generic lists of factors influencing voting behaviour with no reference to the 'United Kingdom today' aspect. 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 candidate recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. Some responses in this band may provide a descriptive outline of factors (other than social class) which influence voting behaviour without addressing the 'most important' aspect of the question, but there must be some linkage made to the 'United Kingdom today' to reach this band. 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 recent, relevant data on voting behaviour, by consideration of the degree to which voting behaviour models can be applied across the UK as a whole, by examination of the impact of political socialisation on different age groups, by examination of the continued power of ideology, and/or post-modern views, etc). To reach this band responses must address the 'remains the most important' aspect **and** locate their response in the 'UK today'. NB Not all of the above examples 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.

Topic 4 Social Inequality**Section 7**

25 From **Item G**, what was Sir John Major concerned about in the autumn of 2013?
(Tick the correct box.)

[1 mark]

Private education was too expensive

That the working class was fatalistic

Too few working-class people made it to the top jobs in society

26 From **Item H**, men from which ethnic group were most likely to be unemployed in 2011?

[1 mark]

Black African (must have both terms to score, but can be in any order, and does not need capital letters).

27 Identify **one** advantage and **one** disadvantage of using absolute definitions of poverty.

[2 marks]

1 mark for any relevant advantage, eg easy to understand, easy to define, makes international comparison easier, tends to produce lower levels of poverty so makes governments look better, provides a lower threshold for benefits, etc.

1 mark for any relevant disadvantage eg disregards cultural expectations about minimum standards of living, less useful in more affluent/complex societies, leads to poverty being hidden, etc.

28 Explain what sociologists mean by the underclass.

[4 marks]

1 mark for basic statements about ‘being at the bottom of society’, ‘scroungers’, etc.

2-3 marks for a partial or under-developed explanation, which will begin to address the notion of a social group with little status and a perceived set of subcultural values which cuts off its members from mainstream society. Alternatively, responses might describe one or more alleged features of underclass life (eg single parenthood, low aspiration, lack of male role models, benefits culture) in a little more depth.

4 marks for a clear explanation, which is explicitly linked to the notion of low status and alleged separate values. Responses might discuss a specific aspect (as noted in the band above) in a more sociological and/or considered fashion, may explore issues around lack of power, social exclusion, etc in some depth, or may link the concept to a theoretical position (eg the New Right).

29 Describe **one** reason why some people may be trapped in poverty **and** explain why their children may find it difficult to escape from this situation.

[5 marks]

1 mark for a partial description, eg a brief reference to a factor causing poverty (such as unemployment) which does not address ‘trapped.’

2 marks for an appropriate and more developed description of any relevant example (situational constraints such as having to shop in corner shops that are more expensive, lack of appropriate skills/education to progress, insufficient money to buy clothes for interviews, cannot afford to travel to seek work, cannot afford childcare so do not work, etc).

Plus

1-2 marks for a simple explanation, possibly via an example, as to why it is difficult for succeeding generations to escape. Responses may refer briefly to one or more of eg, the cumulative impact of poor diet on health and school attendance, the fact that poor areas tend to have poorer schools, cultural issues such as fatalism/low aspiration, the impact of engrained high unemployment, etc., or may present a fairly general description of the cycle of poverty.

3 marks for a clear explanation explicitly related to the difficulties experienced by the children of the poor. Answers may do this via a more detailed consideration of the points in the 1-2 band, or by a more detailed examination of issues such as the cycle of poverty, culture of poverty, etc.

30 Describe **one** way in which gender may affect a person's life chances **and** explain why this situation occurs.

[5 marks]

1 mark for a partial description, eg, a generalised statement such as 'women are repressed'

2 marks for an appropriate and more developed description of the impact of gender on any relevant example of a life chance (life expectancy, levels of morbidity, educational attainment, status/type of occupation, income, etc.)

Plus

1-2 marks for a simple explanation, linked to the chosen life chance, which may, for example, look at biological factors relating to health, cultural issues relating to education, the 'glass ceiling', etc, in a descriptive/general fashion.

3 marks for a clear explanation which is explicitly related to the impact of gender on the chosen life chance. Fuller versions of responses from the 1-2 band may feature and/or may reference issues such as continuing patriarchal attitudes, the impact of socialisation/the family, the impact of legislation, etc.

Section 8**Either**

31 Discuss how far sociologists would agree that there is still limited social mobility in Britain today.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about social mobility and/or class. 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, data on social mobility, data on the social origins of higher-status groups), concepts (eg, upward/downward mobility, inter- and intra-generational mobility, meritocracy, closed elites, etc) and/or ideas (eg, those derived from functionalist and Marxist 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'. Responses in this band may tend to focus on one or two fairly anecdotal examples of upward and/or downward mobility in a basic sociological framework, or may present a descriptive account of a few factors that lead to upward and/or downward mobility in general. 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 candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top band descriptor. Some responses in this band may present descriptive lists of evidence for and against limited mobility without addressing the claim that this situation is a continuing one. 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 reference to contemporary evidence that moves well beyond anecdotes about celebrities, by detailed consideration of debates around meritocracy, the enduring impact of traditional sources of power and influence, the wider theoretical debate, etc). To reach this band responses must be located in 'Britain today', and must address the notion that there is 'still limited social mobility' by way of comparison with the past. NB Not all of the examples above 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

32 Discuss how far sociologists would agree that in Britain today a person's ethnicity is the main cause of inequality.

[12 marks]

- 0** No relevant points made.
- 1-3** Basic statements about ethnicity and/or inequality 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, data on ethnicity and one or more aspects of inequality, etc), concepts (eg, institutional racism, discrimination, prejudice, 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'. Responses in this band may present a descriptive and/or generalised account of one or more areas in which minority ethnic groups experience inequality, possibly via an example. 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 candidate recognises 'how far', eg, via a relatively limited or undeveloped reference to the examples in the top band descriptor. Some responses in this band may present descriptive, possibly generalised lists of other factors that lead to inequality, (eg, social class, gender, age, etc), without addressing the 'main cause' aspect of the question. 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 reference to other variables which affect inequality together with a conclusion as to which is the most important, by consideration of contemporary empirical evidence as to the impact of eg equality legislation, by consideration of inequalities within minority ethnic groups and/or the majority ethnic group, etc). To reach this band responses must address the 'main cause' aspect of the question, and must locate the debate within 'Britain today.' NB Not all of the examples above 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.

Assessment Objectives Grid – Unit 2**Examination Series: June 2015**

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