



GCSE

Sociology

41902

Mark scheme

4190

June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Topic 1 Crime and Deviance

1 From **Item A**, what was the trend in the number of crimes recorded by the police since 2003/2004? (**Tick the correct box.**) **[1 mark]**

Number of crimes have stayed the same

Number of crimes have decreased

Number of crimes have increased

2 From **Item B**, which of the proven offences by young people was the least common in 2012/2013? **[1 mark]**

Drug offences

3 Identify **two** examples of white collar crime. **[2 marks]**

1 mark for each of any specific and appropriate example of white collar crime, eg fraud, cybercrime, forgery, identity theft, tax evasion, corporate crime, theft from the workplace.

4 Explain what sociologists mean by the chivalry thesis. **[4 marks]**

1 mark for basic statements about female offenders.

2 – 3 marks for a partial or under-developed explanation, possibly through reference to a generalised example, in which there will be some understanding of the view that women who commit crime are treated differently by the justice system.

4 marks for a clear explanation that looks explicitly at chivalry towards female offenders. Students may explore the impact that this has on crime statistics and/or punishments given to women.

5

Describe **one** way in which governments in the last 20 years have attempted to reduce offending by young people **and** explain how successful this has been.

[5 marks]

1 mark for a partial description eg ASBOs, curfews, etc with no explanation.

2 marks for an appropriate and more developed description of any relevant strategy put in place to reduce offending for example ASBOs, curfews, tagging, use of CCTV, education, community service etc.

Plus

1 – 2 marks for a simple explanation linked to the strategy described. This might reference lack of success due to, for example peer pressure, labelling, lack of support, cost.

3 marks for a clear explanation which is explicitly related to the success or failure of the strategy described in reducing offending by young people. This might deal in some depth with one of the examples mentioned above, or the impact of wider social factors such as poverty, subcultures, location etc.

6

Describe **one** way in which sociologists measure crime in society **and** explain why this might not be an accurate measure of crime.

[5 marks]

1 mark for a partial description eg official statistics with no explanation.

2 marks for an appropriate method and more developed description of any relevant method for example official statistics, self-report studies, victim surveys.

Plus

1 – 2 marks for a simple criticism linked to the description eg not all crimes are reported (without further amplification).

3 marks for a clear explanation which is explicitly related to the method identified and fully explain why the selected method might not show an accurate level of crime.

Candidates may consider how the reporting/recording of crime impacts on official statistics, victims lying about crimes, not realising they had been a victim etc.

Section 2**EITHER****7**

Discuss how far sociologists would agree that the type of crime committed in Britain has changed over the past 50 years.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about crime and/or statistics.

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 drawn from any relevant area of sociology eg recent trends on crime, the growth of cyber-crime, global/environmental crime, white collar crime 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, 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.

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' the type of crime committed in Britain is changing eg public perceptions of crime, the dark figure of crime, the differences between reporting and recording of crime, social construction of crime and crime statistics, the impacts on apparent declines in rates of recorded crime. 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

8

Discuss how far sociologists would agree that negative labelling by wider society leads to deviant and criminal behaviour by young people.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about labelling and/or youth crime/deviance.

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 drawn from any relevant area of sociology eg the process of labelling and how it relates to youth crime and deviance, concepts eg labelling, poverty, subcultures, socialisation and/or ideas eg labelling theory, New Right, education, although 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.

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' youth deviance and crime is due to labelling by society eg discussion of crime statistics, subcultures, cycle of deprivation, stereotypes, research indicating police bias against working class delinquents.

In this band there must be explicit reference to youth deviance and crime. 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.

Topic 2 Mass Media

9 From **Item C**, what type of mass media was under investigation by the Leveson Inquiry?
(**Tick the correct box.**) **[1 mark]**

Internet

Newspapers

Television

10 From **Item D**, which sociological approach claims that the mass media supports the interests of the ruling class? **[1 mark]**

Marxism

11 Identify **two** ways in which the mass media may encourage people to be violent. **[2 marks]**

1 mark for each of any specific and appropriate response, eg through the hypodermic syringe approach, copycat violence, desensitisation, secondary socialisation, distorts reality.

Violent films or video games can be credited only once in a response.

12 Explain what sociologists studying the mass media mean by a gatekeeper. **[4 marks]**

1 mark for basic statements about media in general.

2 – 3 marks for a partial or under-developed explanation, possibly through reference to a generalised example, in which there will be some understanding of the view that what is reported in the media is decided by one particular person or small group eg owners, editors, journalists.

4 marks for a clear explanation that explicitly considers, for example, the influence gatekeepers have on what the public see in the media. Students may refer to a relevant area of sociology and/or political debates around this matter in some depth and/or may look at relevant concepts such as bias that this can cause eg Agenda Setting in news reports.

13

Describe **one** way in which ordinary people can use digital media to promote political views **and** explain how this might make society more democratic.

[5 marks]

1 mark for a partial description eg making comments on websites.

2 marks for an appropriate and more developed description of any relevant example of one form of digital media that allows people to participate in a democracy eg blogs, social networking, online petitions.

Plus

1 – 2 marks for a simple explanation, possibly via an example, of how this digital media can have a positive impact on a democracy, for example allowing the general public to have easier access to information and the ability to put individual views and opinions across.

3 marks for a clear explanation which is explicitly related to the positive impact that digital media can have on democracy. Students may do this via a more detailed explanation or example of how people use social networking to reach a larger audience, the use of social media by campaigning groups etc.

14

Describe **one** way in which the mass media can cause a moral panic **and** explain how this may lead to the labelling of particular groups in society.

[5 marks]

1 mark for a partial description eg focusing on a particular group.

2 marks for an appropriate and more developed description of any relevant example of how media reporting can lead to a moral panic. Possibly through an example such as hoodies, knife crime, anti-social behaviour.

Plus

1 – 2 marks for a simple explanation, possibly via an example, of how this can lead to labelling of a particular group in society. Students may use contemporary examples to highlight their point.

3 marks for a clear explanation which explicitly addresses how the process of creating a moral panic can lead to labelling. Students may do this through a more detailed example or by discussion of the process eg folk devils, stereotyping etc.

Section 4**EITHER****15**

Discuss how far sociologists would agree that the content of the mass media is determined by its users.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about the impact of the mass media.

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 drawn from any relevant area of sociology eg development of digital technology, uses and gratification model, consideration of audience participation in the media, concepts eg interactivity, active audience, hyper reality and/or ideas eg those from a pluralist view, 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.

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 the relative value of pluralist, the conflict approach, gatekeepers, news values, media imperialism.

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 are the most important agency of social control in society today.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about mass media.

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 drawn from any relevant area of social life eg the role of the media in social control, concepts eg Formal/informal social control, cultural effects model, two-step flow model, scapegoating, moral entrepreneur, hypodermic syringe model, stigmatisation, marginalisation, rejection of traditional agents of social control eg Family/education, 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.

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 uses and gratification model, continued importance of other agencies of social control eg Family/education/peer groups.

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

17

From **Item E**, in which year did the highest proportion of young people vote? (**Tick the correct box.**)

[1 mark]

2005

2010

2015

18

From **Item F**, what change in health care provision was introduced as part of the new Welfare State?

[1 mark]

National Health Service/NHS

19

Identify **two** ways, apart from voting, in which ordinary people can influence political decisions in our democracy.

[2 marks]

1 mark for each of any specific and appropriate responses, eg joining a political party, standing as a candidate, joining a pressure group, by contacting their MP, protest, direct action.

Actions must be qualified in order to be credited, eg social media on its own is not sufficient. Do not credit voting in any form eg referendum.

20

Explain what sociologists studying power mean by alienation.

[4 marks]

1 mark for basic statements about feeling isolated.

2 – 3 marks for a partial or under-developed explanation, possibly through reference to a generalised example, in which there will be some understanding of the view that some people find little satisfaction in their day to day lives.

4 marks for a clear explanation that explicitly considers, for example, how an individual may be isolated and have little integration or common values to those around them. Students may refer to a relevant area of social life and/or political debates around this matter in some depth such as considering the impact this could have on their life choices.

21

Describe **one** way in which those from minority ethnic backgrounds may be considered to have less power than other groups in society **and** explain why this situation continues.

[5 marks]

1 mark for a partial description eg discrimination.

2 marks for an appropriate and more developed description of any relevant example of how minority ethnic groups have less power than others eg racism, lack of education, access to public services, employment opportunities, stereotyping, under representation in official positions (Parliament/Police/Criminal Justice System) etc.

Plus

1 – 2 marks for a simple explanation, possibly via an example, which examines the way those from minority ethnic groups have less opportunity to influence their situation due to their lack of power.

3 marks for a clear explanation which is explicitly related to the persistence of this situation. Students may refer to, for eg perceived failure of policies designed to create equality, institutional racism, powerlessness.

22

Describe **one** way in which police powers have increased in Britain over the last 30 years **and** explain why this may cause problems for some social groups.

[5 marks]

1 mark for a partial description eg arresting powers.

2 marks for an appropriate and more developed description of any relevant police powers eg stop and search, anti-terrorist powers, increased surveillance powers etc.

Plus

1 – 2 marks for a simple explanation, possibly via an example, as to how different social groups may be more likely to be affected by police powers eg minority ethnic groups.

3 marks for a clear explanation which is explicitly related to the to the view of social and/or interest groups who might consider this a problem, reference to human rights, moral panics, stereotyping, power of the state etc.

Section 6**EITHER****23**

Discuss how far sociologists would agree that young people have more power over their lives today than 50 years ago.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about young people.

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 drawn from any relevant area of social life eg studies/data on how young people have more power in today's society, concepts eg child-centred, globalisation, consumerism and/or ideas eg access to education, child-centredness, access to knowledge, 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.

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 theoretical and other debates about legal and parental controls over young people, child abuse. 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

24

Discuss how far sociologists would agree that the Welfare State has been successful in improving the life chances of all individuals.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about the Welfare State.

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 drawn from any relevant area of social life eg the positive impact of access to health, education, housing, social services and welfare benefits etc. and/or ideas eg political support for the Welfare State 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.

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' the Welfare State has been successful in improving the life chances of all individuals eg by reference to theoretical and other debates about the success of the Welfare State, Welfare Reform, different political views on the Welfare State, reliance on benefits, rates of those on benefits, the poverty trap, unequal provision, the creation of an underclass concepts eg dependency culture, cycle of deprivation, stereotyping, access to education etc. 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.

Topic 4 Social Inequality**Section 7****25**

From **Item G**, in 2013 what was the proportion of poor children who lived in a family where an adult worked? (**Tick the correct box.**)

[1 mark]

Two-thirds

Three-quarters

One half

26

From **Item H**, what was the trend in the percentage of people from 'All other backgrounds' employed in managerial or professional jobs between 1991 and 2014?

[1 mark]

Increasing/going up/upward

27

Identify **two** social factors that can affect an individual's life chances.

[2 marks]

1 mark for each of any relevant factor, eg social class, age, gender, ethnicity, sexuality, etc.

28

Explain what sociologists mean by relative poverty.

[4 marks]

1 mark for basic statements about deprivation or poverty.

2 – 3 marks for a partial or under-developed explanation, possibly through reference to a generalised example, of material inequality in our society.

4 marks for a clear explanation that explicitly considers relative poverty, for example, the idea that individuals needs are different. Students may refer to a relevant area of social life and/or political debates around this matter in some depth and /or may look at relevant concepts such as the differences between lifestyles of the rich and the poor, comparison with different types of poverty, eg absolute, or the issues with using this definition.

29

Describe **one** way in which a person can become part of a dependency culture **and** explain how this could be prevented.

[5 marks]

1 mark for a partial description eg born into it.

2 marks for an appropriate and more developed description of any relevant example of how an individual can become dependent on welfare eg immediate gratification, unemployment, socialisation, education, poverty trap, lack of social mobility etc.

Plus

1 – 2 marks for a simple explanation, possibly via an example, as to how the above factor could be prevented from leading to an individual depending on welfare.

3 marks for a clear explanation which is explicitly related to limiting the impact of outside factors on dependency in some depth. For example, help with finding employment, education, adult education.

30

Describe **one** way in which Governments have tried to reduce inequality between men and women in society **and** explain how successful this has been.

[5 marks]

1 mark for a partial description eg change in policies.

2 marks for an appropriate and more developed description of any relevant policy that has been put in place to reduce gender inequality. eg Equal Pay Acts, increased welfare support for single parents, Sex Discrimination Acts, changes to divorce laws etc.

Plus

1 – 2 marks for a simple explanation through reference to the success or failure of the chosen method eg traditional views amongst policy makers limiting changes to the relative position of men and women.

3 marks for a clear explanation which is explicitly related to the impact of the changes made by the Government in reducing inequality between men and women. Students may examine the concepts such as dual burden, triple shift, glass ceiling or the impact of social class on access to some of the changes or discuss feminist views.

Section 8**EITHER****31**

Discuss how far sociologists would agree that government policies have been successful in reducing child poverty over the past 30 years.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about poverty and/or government policy.

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 drawn from any relevant area of social life eg policies implemented to end child poverty eg increased support with childcare costs, raising compulsory education age, concepts eg welfare state, education, cycle of deprivation, culture of poverty and/or ideas eg Marxism, New Right, Feminism, 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.

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 theoretical and other debates about number of children living in poverty, success or failure of relevant policies, cycle of deprivation, socialisation, benefits cuts etc. 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

32

Discuss how far sociologists would agree that Britain is a meritocracy.

[12 marks]

0 No relevant points made.

1 – 3 Basic statements about achievement.

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 drawn from any relevant area of social life eg the impact of education on meritocracy, data on social mobility, concepts eg open elites, embourgeoisement, social mobility, achieved status and/or ideas eg Functionalism and New Right, changes in policies to support meritocracy, 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.

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' Britain is now meritocratic eg by reference to Marxist and/or Feminist views, the myth of meritocracy, the degree to which status is achieved or ascribed, the nature of inequality in society, social class, gender, ethnicity inequalities. 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.

Assessment Objectives Grid – Unit 2**Examination Series: June 2016**

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