



**General Certificate of Secondary  
Education**

*Sociology*

**Specimen Paper 2**

**Mark Scheme**

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr Michael Cresswell, Director General.*

# **General Certificate of Secondary Education**

## **SOCIOLOGY Specimen Paper 2**

### **MARK SCHEME**

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that candidates at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

### **Quality of Written Communication (QWC)**

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

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

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

1 (g), 2 (g), 3 (g), 4 (g).

## SECTION A

## CRIME AND DEVIANCE

Total for this question: 30 marks

	AO	Marks
<b>Question 1</b>		
(a) From <b>Item A</b> , identify what percentage of 17-year-old males were guilty of or, or cautioned for, an indictable offence in England and Wales in 2005?		
6%	AO3	1
(b) From <b>Item B</b> , what percentage of parents think their children have not shoplifted?		
65%	AO3	1
(c) Identify <b>two</b> ways in which a peer group may encourage members to conform to its rules. <i>(2 marks)</i>		
1 mark for each of two identifications of an appropriate way, eg fear of being ridiculed, exclusion from the group.	AO1	2
(d) Explain what sociologists mean by deviance. <i>(4 marks)</i>		
1 mark for basic statements about deviance.	AO1	1
2–3 marks for a partial explanation relating to a failure to conform to social norms.	AO1	2
4 marks for a clear explanation of the sociological explanation of deviance, eg distinguishing between non-conformist and illegal behaviour.	AO1	1
(e) Describe the way in which a victim survey is carried out <b>and</b> explain why it might show more accurately than police statistics the number of crimes actually committed. <i>(5 marks)</i>		
1 mark for a partial description.	AO1	1
2 marks for an appropriate description, eg people asked about whether they've been a victim or through reference to a representative sample.	AO2	1
<b>Plus</b>	AO2	2
1–2 marks for explanation in terms of ways in which it minimises the problems of under reporting/under recording.	AO2	1
3 marks for a clear explanation which makes an explicit comparison with police statistics.		

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	<b>AO</b>	<b>Marks</b>
(f) Describe <b>one</b> kind of problem behaviour believed to be associated with teenagers in recent years <b>and</b> explain why members of the public have considered it a problem. <i>(5 marks)</i>		
1 mark for a partial description.	AO1	1
2 marks for an appropriate description, eg violent crime, drug taking, anti-social behaviour, through reference to the specific nature of the teenage behaviour.	AO2	1
<b>Plus</b>		
1–2 marks for explanation through reference to the harm done.	AO2	2
3 marks for a clear explanation explicitly relating the behaviour to the public perception that it is a problem.	AO2	1

(g)	(i)	Discuss how far sociologists would agree that working class males are more likely to commit crimes than other sections of society. <i>(12 marks)</i>
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**0** No relevant points made.

**1–3** Basic statements about crime/criminals. AO1 3

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

**4–6** To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to relevant factors such as income, age, sex, ethnicity, family, neighbourhood, education; to inadequacy/bias of official data), concepts (eg class, peer group, relative deprivation) and/or ideas (eg social exclusion, inadequate socialisation, white collar crime), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.

AO1 1  
AO2 2

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

**7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’.

AO2 2  
AO3 1

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

**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses ‘how far’ (eg through a comparison of the incidence of male working class criminality with that of other sections of society) in some detail.

AO3 3

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

(g)	(ii)	Discuss how far sociologists would agree that teenage criminal and deviant behaviour results from parents failing to socialise their children correctly. (12 marks)	AO	Marks
<b>0</b>		No relevant points made.		
<b>1–3</b>		Simple statements about teenagers/families.	AO1	3
		In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.		
<b>4–6</b>		To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to relevant factors such as income, neighbourhood, family structure, school), concepts (eg peer groups, status frustration, socialisation) and/or ideas (eg moral panic, self fulfilling prophecy), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'.	AO1	1
			AO2	2
		In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.		
<b>7–9</b>		To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far'.	AO2	2
			AO3	1
		In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.		
<b>10–12</b>		To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses 'how far' (eg through comparing the significance of socialisation with alternative explanations) in some detail.	AO3	3
		In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.		



## SECTION B

## MASS MEDIA

Total for this question: 20 marks

	AO	Marks
<b>Question 2</b>		
(a) From <b>Item C</b> , identify which girls were most likely to be bullied. (1 mark)		
Those who were overweight or less attractive.	AO3	1
(b) From <b>Item D</b> , what percentage of households had access to the internet in 2007? (1 mark)		
61%.	AO3	1
(c) Identify <b>two</b> ways in which audiences use the mass media.(2 marks)		
1 mark for each of two identifications of an appropriate way, eg entertainment, information, to explore their identity.	AO1	2
(d) Explain what sociologists mean by the mass media. (4 marks)		
1 mark for basic statements about the mass media.	AO1	1
2–3 marks for a partial explanation relating to the idea of mass communication or to the definition of media.	AO1	2
4 marks for a clear explanation that relates to mass communication with credit given for appropriate examples. Candidates may refer to agenda setting, party political image, issues of ownership and control.	AO1	1
(e) Describe <b>one</b> way in which the mass media might influence the outcome of a general election <b>and</b> explain why this might be a problem in a democracy. (5 marks)		
1 mark for a partial description.	AO1	1
2 marks for an appropriate description, eg referring to setting the agenda, influencing party image, influencing turnout.	AO2	1
<b>Plus</b>		
1–2 marks for explanation through reference to the influence this has on the expression of the will of the people.	AO2	2
3 marks for clear explanation explicitly relating to why this might be a problem.	AO2	1

(f) Describe <b>one</b> way in which the internet could be used by interest groups in a democracy <b>and</b> explain why it might empower those who are able to use it. <i>(5 marks)</i>	AO	Marks
1 mark for a partial description.	AO1	1
2 marks for an appropriate description, eg used to contact members, used for organisational purposes as a means of action, as a means of organising action.	AO2	1
<b>Plus</b>		
1–2 marks for explanation through reference to ways in which use of the internet enables individual to exercise influence.	AO2	2
3 marks for clear explanation explicitly relating use of the internet to democracy.	AO2	1

<p>(g) (i) Discuss how far sociologists would agree that the image of women presented by the mass media tends to be stereotypical rather than realistic. <span style="float: right;">(12 marks)</span></p>
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- 0** No relevant points made.
- 1–3** Basic statements about the media and/or women. AO1 3
- In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.
- 4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to the image(s) of women presented by the mass media, to the reality of women in British society today), concepts (eg mass media, stereotype) and/or ideas (eg sexism), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.
- AO1 1  
AO2 2
- In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.
- 7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’.
- AO2 2  
AO3 1
- In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.
- 10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion which explicitly addresses ‘how far’ (eg by reference to the level of diversity within the images presented, by a comparison between the image(s) and the reality(ies) in some detail.
- AO3 3
- In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

(g)	(ii)	Discuss how far sociologists would agree that the mass media is a more powerful agent of socialisation than the education system. <i>(12 marks)</i>	AO	Marks
<b>0</b>		No relevant points made.		
<b>1–3</b>		Basic statements about the media/education/socialisation.  In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.	AO1	3
<b>4–6</b>		To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to the incidence/nature of the exposure of sections of society to the media/education system), concepts (eg mass media, socialisation) and/or ideas (eg models of the relationship between medium – audience), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.  In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
<b>7–9</b>		To reach this band there must be evidence of a developed, if not clear, understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’.  In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
<b>10–12</b>		To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion which explicitly addresses ‘how far’ (eg by comparing the influence of the media with that of the education system, by recognising that the influence of media/education system may vary according to the section of society involved, the nature/extent of exposure) in some detail.  In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3
<b>NB:</b> candidates should be given credit for recognising that the question is not limited to children.				

<b>POWER</b>		<b>Total for this question: 30 marks</b>	
		<b>AO</b>	<b>Marks</b>
<b>Question 3</b>			
(a) From <b>Item E</b> , identify what appears to be the purpose of the demonstration. <span style="float: right;"><i>(1 mark)</i></span>			
The level of disability benefits (credit disability discrimination).		AO3	1
(b) From <b>Item F</b> , what percentage of <b>all</b> male voters questioned in the survey intend to vote for the Conservative Party? <span style="float: right;"><i>(1 mark)</i></span>			
42%.		AO3	1
(c) Identify <b>one</b> advantage and <b>one</b> disadvantage of using means-tested benefits to reduce the number of people in poverty in Britain. <span style="float: right;"><i>(2 marks)</i></span>			
1 mark for an appropriate advantage (eg targets benefits), one for an appropriate disadvantage (eg those in need are less likely to claim).		AO1	2
(d) Explain what sociologists mean by power. <span style="float: right;"><i>(4 marks)</i></span>			
1 mark for basic statements about power.		AO1	1
2-3 marks for a partial explanation relating to the ability of individuals or groups to make decisions that control the lives of others and/or have control over their own lives.		AO1	2
4 marks for a clear explanation that relates to types of power eg authoritative/coercive.		AO1	1
Candidates may refer to examples from contemporary society eg the relationship between employers and employees.			
(e) Describe <b>one</b> way in which the relationship between parents and their children has changed during the last 50 years <b>and</b> explain why that relationship has become more democratic. <span style="float: right;"><i>(5 marks)</i></span>			
1 mark for a partial description.		AO1	1
2 marks for an appropriate description of a change, eg characteristic of contemporary relationship, ie informal/egalitarian.		AO2	1
<b>Plus</b>			
1–2 marks for explanation through reference to relevant factors, eg fewer children, changing fashions of childcare, legal changes.		AO2	2
3 marks for clear explanation explicitly relating the changes to democracy within the family.		AO2	1

(f) Describe <b>one</b> way in which young people and the police interact <b>and</b> explain why this interaction may be difficult. (5 marks)	AO	Marks
1 mark for a partial description.	AO1	1
2 marks for an appropriate description in terms of social control – police as enforcers of adult authority.	AO2	1
<b>Plus</b>		
1–2 marks for explanation through reference to lack of deference, social and legal ambiguities in the relationships between young people and adults.	AO2	2
3 marks for clear explanation making explicit reference to relationship between the police and young people.	AO2	1

(g)	(i)	Discuss how far sociologists would agree that pressure groups and political parties help to spread power evenly throughout British society. <i>(12 marks)</i>	AO	Marks
<b>0</b>		No relevant points made.		
<b>1–3</b>		Basic statements about power/pressure groups/parties.  In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.	AO1	3
<b>4–6</b>		To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to the opportunities available to individuals, groups, organisations to engage with decision makers; to the distribution of authority/power between decision making institutions; to the distribution of politically significant resources; to factors associated with the distribution of authority/power within pressure groups/political parties), concepts (eg power, authority, democracy, elite) and/or ideas (eg insider/outsider pressure groups), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.  In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
<b>7–9</b>		To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’.  In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
<b>10–12</b>		To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses ‘how far’ (eg by relating the distribution of power to the existence/effectiveness of pressure groups/political parties) in some detail.  In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

(g) (ii) Discuss how far sociologists would agree that social class remains the most powerful influence on the voting behaviour and political beliefs of a British citizen. (12 marks)
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<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about political behaviour.	AO1	3
	In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.		
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (eg relating voting behaviour/ party – pressure group membership/activity to relevant factors such as age, income, education, sex, occupation, region, media exposure), concepts (eg class, status) and/or ideas (eg instrumental voting, class dealignment), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to ‘how far’.	AO1 AO2	1 2
	In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.		
<b>7–9</b>	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’.	AO2 AO3	2 1
	In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.		
<b>10–12</b>	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses ‘how far’ (eg by comparing the significance of class with that of other influences) in some detail.	AO3	3
	<b>NB:</b> Candidates must explicitly respond to ‘remains’ for this band (they must demonstrate an awareness of social and economic change).		
	In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.		



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

	AO	Marks
<b>Question 4</b>		
(a) From <b>Item G</b> , what is the <b>trend</b> in the gender pay gap between 1997 and 2006? <span style="float: right;"><i>(1 mark)</i></span>		
Decreasing.	AO3	1
(b) From <b>Item H</b> , identify how many children are living in poverty in the UK in 2005. <span style="float: right;"><i>(1 mark)</i></span>		
3.6 million.	AO3	1
(c) Identify <b>two</b> ways in which governments have attempted to reduce inequalities between men and women in Britain during the last 50 years.		
1 mark for each of two identifications of an appropriate attempt, eg equal pay/opportunities/anti-sexism legislation, gender sensitivity training of public servants, the national curriculum, changes in family law.	AO1	2
(d) Explain what sociologists mean by social stratification. <span style="float: right;"><i>(4 marks)</i></span>		
1 mark for basic statements about inequality.	AO1	1
2–3 marks for a partial explanation relating eg to society having a layer structure or to the significance of persistent inequality in society.	AO1	2
4 marks for a clear explanation in terms of stratification as a layer structure based on persistent inequality. Credit should be given to candidates who make appropriate reference to a particular form of stratification.	AO1	1
(e) Describe <b>one</b> way in which sociologists might allocate an individual to a social class <b>and</b> explain why this method might not be accurate. <span style="float: right;"><i>(5 marks)</i></span>		
1 mark for a partial description.	AO1	1
2 marks for an appropriate description which indicates the nature of the scale.	AO2	1
<b>Plus</b>		
1–2 marks for explanation which refers to the fragility of data, lack of clarity of categories, distortion effect of unconsidered circumstances.	AO2	2
3 marks for clear explanation which makes explicit reference to the nature of the inaccuracy.	AO2	1

(f) Describe <b>one</b> way in which a person can become upwardly socially mobile <b>and</b> explain why this might be difficult to achieve for some social groups in Britain today. <i>(5 marks)</i>	AO	Marks
1 mark for a partial description.	AO1	1
2 marks for an appropriate description indicating the nature of movement on the scale.	AO2	1
<b>Plus</b>		
1–2 marks for explanation which refers to barriers, eg lack of skill, discrimination, to social mobility.	AO2	2
3 marks for clear explanation explicitly relating the social group to the barrier.	AO2	1

(g) (i) Discuss how far sociologists would agree that ethnic inequality is the most important cause of social division in modern Britain.

(12 marks)

**0** No relevant points made.

**1–3** Basic statements about inequality and/or social differences. AO1 3

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

**4–6** To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to inequalities of income/wealth/prestige/authority/power; to separateness/division in housing, political/religious/cultural allegiances), concepts and/or ideas (eg relating to class, status group; to the nature of social division), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'. AO1 1  
AO2 2

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

**7–9** To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far'. AO2 2  
AO3 1

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

**10–12** To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses 'how far' (by eg comparing the significance of class with at least one other factor which may generate social division) in some detail. AO3 3

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

(g)	(ii)	Discuss how far sociologists would agree that children born into poverty will grow up to be poor throughout their lives. (1)	AO	Marks
<b>0</b>		No relevant points made.		
<b>1–3</b>		Basic statements about childhood poverty/poverty.  In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.	AO1	3
<b>4–6</b>		To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to reasons for/ consequences of lack of resources; to factors influencing access to opportunity; to social mobility), concepts (eg underclass, dependency, poverty, social mobility) and/or ideas (eg culture of poverty, cycle of deprivation, social exclusion), though focus may not be consistent and the quality/range of the material may be limited. There will be no response to 'how far'.  In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
<b>7–9</b>		To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far'.  In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
<b>10–12</b>		To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion which explicitly addresses 'how far' (eg by reference to the incidence of upward social mobility; to life cycle poverty; to government/government sponsored/voluntary schemes to reduce the numbers in poverty) in some detail.  In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

**Assessment Objectives Grid – Specimen Paper 2**

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

Candidates answer **three** questions from a choice of four.

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total Marks</b>
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
4	12	12	6	30
<b>Total</b>	<b>36</b>	<b>36</b>	<b>18</b>	<b>90</b>

**Summary of the Mark Distribution**

<b>Questions 1–4</b>	<b>AO1 No of marks (maximum)</b>	<b>AO2 No of marks (maximum)</b>	<b>AO3 No of marks (maximum)</b>	<b>Total Marks</b>
(a)			1	1
(b)			1	1
(c)	2			2
(d)	4			4
(e)	1	4		5
(f)	1	4		5
<b>either</b> (g)	4	4	4	12
(i)				
<b>or</b> (g) (ii)	4	4	4	12