



GCSE MARKING SCHEME

SOCIOLOGY

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE SOCIOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

Sociology - Unit 1

Compulsory Core

Question	Answer	Marks	AO1
1	One mark for each correct answer: Cultural relativity, ethical, pilot study, deviance, nurture debate, inequality.	6	
2a	Award one mark for a simple suggestion of not fully masculine or anything taken directly from the item.	1	
2b	Award one mark for an answer suggesting that this is because it is a team game, or a competitive sport rather than an exercise. Reference to item essential.	1	
2c	Unacceptable answers will not explain gender. One mark is awarded to basic answers that may address the issue simply in biological terms (the sex you are). Two marks each will be awarded to full and detailed answers that detail the social and expected behaviour of the genders. Accept answers that show evidence of selection and interpretation of the stimulus material.	2	
2d	Unacceptable answers will explain in stereotypical terms that ballet is suitable for girls and may misinterpret the question. One mark is awarded to basic answers that may address the issue in basic terms taken from the passage, for example, ballet is associated with femininity in some way. Two marks will be awarded to full and detailed answers that detail social phenomena in some way. Technical language of norms, social expectations or gender may be used. Accept answers that show evidence of selection and interpretation of the stimulus material. They may suggest that children can manipulate the spending power of parents through demanding goods.	2	
3a	Bonfire night or any variation thereof will be accepted.	1	
3b	The way of life of a group of people or something similar.	1	

3c	<p>Unacceptable answers will be factually incorrect or offer no insight into the term.</p> <p>One mark is awarded to any cultural universal, such as family or gender role.</p> <p>e.g. 'All societies have families'</p> <p>Two marks will be awarded to full answers. Accept answers that show evidence of selection and interpretation of the stimulus material.</p> <p>e.g. 'All societies have families and they are found in all cultures.'</p> <p>Three marks will be awarded to full answers. Accept answers that show evidence of selection and interpretation of the stimulus material. There may even be reference to the passage, sociological language or reference to theory.</p> <p>E.g. All societies have families and they are found in all cultures. They are a cultural, universal and functionalists say society would not work without families.</p>	3	
3d	Any acceptable definition of ethnicity can be accepted.	1	
3e	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to basic answers that may address a tradition e.g. being taught about Father Christmas or having birthday parties.</p> <p>Two marks will be awarded to full answers. Accept answers that apply knowledge perhaps with implicit reference to socialisation, or explain how the tradition is taught in some way.</p>	2	
3f	Accept either questionnaire or interview. If another answer is offered, then look at the justification. If it is acceptable, then award the mark.	1	
3g	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answer that are common sense.</p> <p>One mark will be awarded to basic answers. Accept answers that apply knowledge, possibly in a context that is unfamiliar to candidates. Answers that address the question may be awarded marks if some methodological awareness is displayed.</p> <p>E.g. 'People don't fill in questionnaires'.</p> <p>Two marks will be awarded to detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, possibly in a context that is unfamiliar to candidates.</p> <p>E.g 'People don't like filling in questionnaires so the research would not be representative or reliable.'</p>	2	

Question	Answer	Marks	AO1
4a	100,000 (the thousand should be evident in the answer)	1	
4b	One mark for a simple suggestion such as one that points out that children may copy a role model. A further mark is available for development with an example of any kind.	2	
4c	One mark for a simple suggestion such as one that points out that children all attend school or that schools are influential in giving knowledge. A further mark is available for development with an example, technical language or a degree of explanation of why schools are so important – credit anything that explores causation even if it is limited.	2	
4d	There are three marks available for each problem identified. This is an open question and candidates may offer a variety of plausible problems. Any answers that show insight will be credited regardless of the problem offered. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. Understanding of a key term is desirable for full marks to be awarded for either of the two sections. Hints are provided but not restrictive, for example, problems may be practical – this is not specified in the text but can be rewarded if discussed. One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge of interviewing e.g. 'People may tell lies.' Two marks will be awarded to more detailed answers. Accept answers that apply knowledge. E.g. 'People may tell lies in interviews because they want to create a good impression.' Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, or refer to the context of the question. E.g. 'Interviews may not be valid because people may tell lies in interviews to create a good impression.'	6	
4e	One mark is available for any answer which refers to a strength of unstructured interviews and shows basic understanding of the technique. This question is about interviews – repetition of the information in the question is not enough – there should be some development.	1	

Question	Answer	Marks	AO1
4f	<p>One mark is available for an acceptable definition of triangulation as being the use of more than one method.</p> <p>A second mark is available for development – e.g. two different methods or the reasons for using more than one method in a single piece of research.</p>	2	
5a	<p>One mark for a correct answer suggesting a form of communication reaching a large number of people at one time.</p>	1	1
5b	<p>Unacceptable answers will offer responses that do not address the issue.</p> <p>There is one mark available for defining socialisation.</p> <p>There is one mark for any appropriate example.</p>	2	2
5c	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge, but refers to any social norm.</p> <p>Two marks will be awarded to responses that are basic but identify a norm and offer an example.</p> <p>For three marks accept answers that are unbalanced but offer some understanding of the meaning of the term norm.</p> <p>For four marks, answers should be detailed and full. This may include an element of understanding of norms as well as a clear example.</p>	4	1
5d	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>Possible reasons are offered in the item (targeting, identification, inexperience) and if these are simply identified and copied then two marks are available.</p> <p>For three marks accept answers that are unbalanced but explain one of the terms.</p> <p>For four marks, answers should show some detail. This may include an element of understanding that children are particularly vulnerable.</p> <p>For five/six marks, answer should be detailed and full. This may include an element of understanding of socialisation and there will be some use of sociological language and some explanation of processes of socialisation.</p>	6	1

Question	Answer	Marks	AO1
6a	One mark for any acceptable correct answer.	1	1
6b	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge, e.g. 'They wear few clothes'.</p> <p>Two marks will be awarded to responses that explain the difference or develop it, e.g. 'in UK women are expected to worry about their appearance and among the Tchambuli, men are more concerned.'</p>	2	1
6c	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge, e.g. 'Men and women have different social roles'.</p> <p>Two marks will be awarded to responses that explain the difference or developed it, e.g. 'Both UK and Tchambuli have different social roles for men and women, these are known as gender roles'.</p>	2	1
6d	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge.</p> <p>Two marks will be awarded to responses that refer to rules but in simplistic terms or in a fashion that is disorganised.</p> <p>For three marks accept answers that are unbalanced but offer some understanding of the importance of social rules.</p> <p>For four marks, answers should be detailed and full, with some technical language and an understanding of the importance of either social control or of deviance.</p> <p>For five marks, expect a developed answer which shows full understanding of norms, values, deviance and social control.</p>	5	

Option answers:

Question 7 Family

(a) Describe two changes to childhood in the family since 1945. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge of traditional family structures, perhaps naming roles such as breadwinner. Answers should be sociological rather than personal in tone.

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding of traditional nuclear family and of single parenthood.
- Reduction in completed family size and growth of child-centred family.
- Evidence of examples, perhaps drawn from the media or current affairs, such as moral panics about the behaviour of children.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of traditional nuclear family. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Three marks are available for basic answers that may address the question but may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific mention of roles and functions of family members. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to the terms of the question, though description may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific mention of family change and changes in the role and behaviour of children. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of childhood and perhaps offer understanding that childhood is undergoing change or is perceived as threatened. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of changes in childhood or reference to examples although this is not specified in the question and should not be used as a differentiator. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(b) Explain reasons why there are many single parent families in modern Britain. [10]

Look for answers that may offer listing of reasons. It may be that a number of suggestions are considered and answers display breadth or that two reasons are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Divorce.
- Changing role of women.
- Practical and economic reasons.
- Changes in normative values.
- References to theory, for example feminism and single parenthood through choice.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of single parenthood. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

There will be little or no evidence drawn from different sources.

The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific reference to either legal issues or grounds for single parenthood, though responses may focus on emotional disconnection and failure of relationships. It may show evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted.

The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to specific reasons, though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of legality, secularisation and social change. Not all of these elements of the significance of legal status may be present or equally detailed.

The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of questions of financial issues, social control, changing morality, media examples and religious change. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding will be displayed through an understanding that some causes for single parenthood are more significant than others or for knowledge that single parenthood rates change.

Candidates may question the significance or importance of marriage. Answers will demonstrate a good application of knowledge with examples and specific factual evidence.

The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(c) Using sociological knowledge, discuss how the roles of the men in families have changed since 1945. [20]

Look for answers that may offer specific description of changes such as the new man, social attitudes, influence of changing work patterns on male and female roles addressing issues such as fluctuations in patterns and general trends over time. There may be reference to the growth of working women and the loss of traditional male work. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for change. There may be understanding that changes are deep seated and radical, or that little change has in fact taken place. The best answers will understand that both positions are held by sociologists of modern Britain.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Feminism.
- Changing norms and values.
- The increase of women in the workplace and status in society.
- Increased choice of family type.
- Changing role of men.
- Expenses of rearing children.
- Legal changes.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 4 marks)

Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.

Level 2 Basic (5 - 10 marks)

Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.

At the upper end of this mark band, there may be specific reference to changes of patterns of divorce, addressing issues such as female equality. There may be reference to the growth of new man or the changing financial power of women related to their earning potential, changing power relationships within the family. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (11 - 15 marks)

Eleven marks are available for answers that offer a clear reference to specific and clearly identified changes in patterns of work, such as the decline in traditional masculine jobs and the role of 'breadwinner' and reasons for change, though description of one may be underdeveloped.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to changes in masculinity, new men and crisis of masculinity. There may be reference to changing financial power of women related to their earning potential affecting the roles of men in the family. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (16 -20 marks)

Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of changes in conjugal roles perhaps relating these to factors in society that have been precipitators of the changes described. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to changes of patterns of male participation in families, addressing issues such as female equality and the possibility of women forming non-male households. There may be an understanding of the multi-factorial nature of change, so that no one change can take place in isolation. There may be reference to the growth of child free families, shorter relationships or the changing financial power of women related to their earning potential and the effects it has on male roles in the family. Answers will show that change is happening and that males and females have more choice of roles. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

Option answers:

Question 8 Education

(a) Describe labelling and the self-fulfilling prophecy. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of labelling and the self-fulfilling prophecy and the impact of such processes on student attainment. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Knowledge of self-fulfilling prophecy.
- Understanding of labelling theory.
- Recognition that children may be labelled, resulting in a self-fulfilling prophecy in terms of attainment.
- Understanding that this process can be both positive and negative for children.
- Reference to studies, if appropriate and relevant.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of labelling and the self-fulfilling prophecy or of schools. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific description of one element of the question. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to labelling and the self-fulfilling prophecy (SFP), though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of one element of the question. Specific mention a study is an acceptable response. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of both labelling and the self-fulfilling prophecy. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(b) Explain reasons why we have an education system in Britain.

[10]

Look for answers that may offer listing of reasons. It may be that a number of suggestions are considered and answers display breadth or that two reasons are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Mention of qualifications and role in work.
- Social advantages of education.
- Historical reasons for education system.
- Social control and control of knowledge in society.
- Role of market in creating higher salaries for the educated.
- References to theory, for example: functionalism and Marxism.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of the link between skills and income. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific reference to qualifications and the role of education, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.

The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to meritocracy or any other sociological concepts linking education and salary. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of skills or university. These elements of the significance of education may be not equally detailed. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement of the differences as required by the question.

The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of education and of the link to social control with applied examples. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding will be displayed through specific examples and understanding. Candidates may question the value of school and the impact on state education. There will be juxtaposition, and a clear statement of the differences as required by the question.

Answers will demonstrate a good application of knowledge with examples and specific factual evidence.

The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(c) Using sociological knowledge, discuss how the education system has changed since the 1970s. [20]

Look for answers that may offer specific description of the main changes to the education system. Specific description of educational change that is accurate should be rewarded highly, but the question focuses on different types of change and so purely descriptive answers should not appear in the top mark band. Some ideas may be implicit rather than explicit, but appropriate examples to illustrate understanding should be present. The changes should be recent, so the baseline should probably be comprehensive schools rather than the 1945 Education Act. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion and this suggests that some implicit background knowledge of the reasons for change is required. Answers that analyse reasons for educational change but which are not so detailed about specific change should be rewarded appropriately.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Specific knowledge of any educational change and possibly the reasons for it having been made.
- Growth of different types of school, such as faith schools and academies.
- Competition between schools.
- SATS.
- Student fees.
- Changing sanctions, from corporal to other punishment systems.
- National curriculum.
- Changes to exam structures.
- Changing government ideologies and the impact on the education system.
- Clear blue water between the English and Welsh education systems, if made relevant.
- Reference to studies and/or theory if present.

Level 1 Limited (0 – 4 marks)

Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.

Level 2 Basic (5 - 10 marks)

Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.

At the upper end of this mark band, there may be specific reference to one or more issues of educational change. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (11 - 15 marks)

Eleven marks are available for answers that offer a clear reference to specific and clearly identified types of educational change though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more reasons will be in this mark band.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to actual changes to education. There may be reference to the growth of academies, free schools, specialist colleges and such like. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (16 - 20 marks)

Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of educational change relating these to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to different educational changes, perhaps with evaluative and analytical observations that explicitly point out that some reasons are more significant than others. There may be reference to changes in the educational system which are prompted by ideological beliefs about the functions of that system. Candidates may even question the significance of changes, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

Option answers:

Question 9 Mass Media

(a) Describe private and public ownership of the media. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description or different forms of media ownership. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples of media ownership should relate to different media forms.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- BBC.
- Media conglomerates.
- Licences and funding.
- Strengths and weaknesses of each form of ownership.
- Reference to studies of the media, if appropriate and relevant.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.

At the upper end of this mark band, there may be mention of a media company or organisation. Any medium may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to different media ownership, though description may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a media organisation and there may be juxtaposition with the second example. There may be unevenness so that one media organisation is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 -10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of two forms of media ownership. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of media organisations although this is not specified in the question and should not be used as a differentiator. Examples are sought. Specific mention of any media representation is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research or with a clear understanding of social change or technological change. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(b) Explain how media technologies have changed since 1945.

[10]

Look for answers that may offer specific understanding of the notion of media technology. Answers should display depth of understanding and offer a clear statement how technologies have changed and the implications of such change and offer examples. There will be explicit contemporary examples apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Internet.
- HD.
- Downloads.
- MP3 players.
- Games and consoles.
- 3D.
- Cinema.
- Magazines.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific reference to the terms of the question, though responses may be generalised and vague. There will be some evidence drawn from different sources including newspapers and television. This may be interpreted.

The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to the terms of the question. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily be precise or contemporary.

The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of technological change. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding will be displayed through reference to the terms of the question.

Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.

The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(c) Using sociological knowledge, discuss the influence of the mass media on audiences. [20]

Look for answers that may offer specific description of the way that the media may influence audiences. There may be reference to hypodermic syringe, cultural effects or any other relevant theories. Appropriate examples such as the power of stereotyping, the role of exaggerated reporting, over-reaction to stories and examples from the recent media may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of how the media are able to influence audiences.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Hypodermic syringe.
- Two step flow.
- Uses and gratifications.
- Cultural effects.
- Agenda and norm setting through the media.
- Targeting of media to specific audiences.
- Resistance theory (perhaps implicit).
- Marxist and social control accounts of the impact of the mass media.
- Functionalism and pluralist accounts of media impact.
- Applied examples that may have been studied in class.
- Gate-keeping/Amplification.
- Political influence.

Level 1 Limited (0 - 4 marks)

Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.

Level 2 Basic (5 - 10 marks)

Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.

At the upper end of this mark band, there may be specific reference to one or more examples of audience theory. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (11 - 15 marks)

Eleven marks are available for answers that offer a clear reference to specific and clearly identified audience theory or understanding of media influence, though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or of examples to account for media impact on audiences will be in this mark band.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to case studies or to media reporting. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (16 - 20 marks)

Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of media theory and audience reaction, linking these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to theories or examples, perhaps with evaluative and analytical observations that explicitly point out that some theories are more realistic than others. Candidates may even question the significance of media values and ideology, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

Option answers:

Question 10 Sports and Leisure

(a) Describe male and female patterns of participation in sport. [10]

Look for answers that may offer specific description of the meaning of the term. Answers should differentiate between the nature of male and female participation in sport. The variety of leisure activities may be referred to. There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Understanding that females are more directed to activities/exercise.
- Understanding that males tend to competitive and team sports.
- Awareness that there are different leisure activities.
- Awareness of stereotyping and gendered appropriateness of some leisure activities so females are more accepted in male domains.
- Recognition that some social groups have more leisure than others.
- Awareness of leisure as being a market.
- References to theory, for example: pluralism, interpretivism and Marxism.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of gender as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent.

The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific reference to a case study of a gendered activity or sport, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.

The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear differentiation between gendered activity. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of the significance and commercialisation of gendered activities although these may be implicitly addressed. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily be precise or contemporary.

The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of questions relating to the gendered nature of leisure time and leisure activities. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding will be displayed through reference to the variety of leisure activities, linked to an understanding of the social implications of the expansion of leisure and gender differences in the experience of leisure. Candidates may be aware of the social class and wealth implications of how people are able to spend their leisure time

Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.

The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(b) Explain reasons why many people support particular sporting team and clubs. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific understanding of fan behaviour and social identity as applied within a sporting context. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples may be drawn from one or more sporting arenas.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Clear sense of the variety of sport and sporting activities.
- Understanding of the social significance of sport as a source of revenue and a source of identity for people.
- The role of sport as a non-participant activity and the importance of sporting rivalry to national and male identity.
- Reference to studies, if appropriate and relevant.
- Applied examples that may have been studied in class.

Level 1 Limited (0 - 2 marks)

Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

Level 2 Basic (3 - 5 marks)

Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific description of a case study. Any sport may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 - 8 marks)

Six marks are available for answers that offer a clear reference to both the terms of the question though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. Specific mention of any reason may be used in an acceptable response. At this level, there may be juxtaposition without necessary detailing any of the main differences. There may be unevenness so that either one reason is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 - 10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the question. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of fan behaviour, although this is not specified in the question and should not be used as a differentiator. Specific mention of any sporting activity is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of social change or the media role in professional sport. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

(c) Using sociological knowledge, discuss reasons why some sports supporters have a bad reputation in newspaper and television stories. [20]

Look for answers that may offer specific description of the participation and roles in sport. There should be reference to social change that has made sport and leisure more significant as part of British society. There should be reference to identity, moral panics and media representations of sports supporters. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the media on the popularity of sport and the relationship between sport and media may be used to illustrate understanding and should be present.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Appropriate understanding of sport, leisure and the differences between the two notions.
- Identity.
- Moral panics.
- Consumerism and wealth development.
- Changing social expectations.
- Sport and the media.

Level 1 Limited (0 - 4 marks)

Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.

Level 2 Basic (5 - 10 marks)

Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.

At the upper end of this mark band, there may be specific reference to one or more examples of moral panics applied to either a sporting or a leisure activity. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (11 - 15 marks)

Eleven marks are available for answers that offer a clear reference to specific and clearly identified elements of the terms of the question. Descriptive but detailed accounts of one or more theories or examples to account for the differences will be in this mark band.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. Television and the telegenic nature of some sporting activities and news values involved in reporting violence may be mentioned as well as moral panics about the behaviour of fans. Issues of self-fulfilling prophecy may be raised. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (16 - 20 marks)

Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the terms of the question, relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to gender, perhaps with evaluative and analytical observations that explicitly point out how some sports have gained a bad reputation for fan behaviour and others have not. There may be reference to changes in the society which have prompted changes in the commercial value of sports and leisure so that more people are involved as fans. The significance of supporters' magazines, fan groups, Twitter and planning of bad behaviour. There may be mention of specific tactics used to control fan behaviour. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

Sociology - Unit 2

Compulsory Core

Question	Answer	Marks
1	One mark for each correct answer: Income, observation, norms, sexism, Marxism, poverty.	6
2a	96,000.	1
2b	Award one mark for one of the following: for children of single parents, children of unemployed people and the children of ethnic minorities, any specific groups mentioned in the item may be referred to.	1
2c	<p>Unacceptable answers will not explain the link between single parenthood and poverty.</p> <p>One mark is awarded to basic answers that may address the issue of the link between single parenthood and poverty in basic terms.</p> <p>Two marks each will be awarded to answers that detail the link between poverty and offer an acceptable explanation such as that single parents rely on one income, or there are childcare problems and childcare is expensive. Accept answers that show evidence of selection and interpretation of the stimulus material.</p> <p>For three marks there may be reference to an explicit link between single parenthood and poverty explaining why single parents are poorer than coupled parents. Accept answers that show evidence of selection and interpretation of the stimulus material.</p> <p>For four marks, there will be development with appropriate examples and explanation of the link between single parenthood and poverty. Accept answers that show evidence of selection and interpretation of the stimulus material.</p>	4
2d	<p>One mark is available for a basic response perhaps suggesting that it is important to have knowledge.</p> <p>Two marks are available for answers that show some understanding or development, such as an explanation of the purpose of official statistics or the understanding that something needs to be known about a social problem before it can be tackled effectively.</p>	2
3a	One mark for 20% plus or minus 2%.	1
3b	3.3 million is the only acceptable answer.	1
3c	<p>One mark is available for a definition of wealth.</p> <p>One mark is available for an acceptable example such as property, jewellery, art or something that can be liquidated such as shares or land.</p>	2
3d	<p>A basic response will offer something suggesting standing in society or the respect that is offered to a person.</p> <p>A detailed response will offer a degree of sophistication or development showing understanding of issues of difference in status between social groups or of different forms of status.</p>	2

3e	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to basic answers that may repeat the question in the answer but which does not attempt to look beyond basic links between wealth and status.</p> <p>Two marks will be awarded to fuller answers. Accept answers that define the terms or offer examples, possibly in a context that is unfamiliar to candidates.</p> <p>Three marks are awarded to answers that use sociological language and attempt to explain the link between the two concepts in full and detailed terms. For example, suggesting that wealthy people are respected more because they can buy things that other people want or that they know and can use their power to influence others. Answers reflecting understanding of cultural capital should be rewarded, but this is not expected.</p>	3
4a	<p>One mark for a simple definition of the term in terms of lifestyle.</p> <p>A further mark is available for more detail and/or an example and development of standard of living or lifestyle.</p>	2
4b	<p>One mark for a simple definition of the term.</p> <p>A further mark is available for development or an appropriate example of something that may be lacking or that has been removed from people who live in some of the poorest countries. Reference to absolute poverty may be accepted.</p>	2
4c	<p>Accept any sensible suggestion that may be drawn from the passage or based on general knowledge.</p>	1
4d	<p>There are three marks available for each problem identified. This is an open question and candidates may offer a variety of plausible problems such as people's willingness to answer questions when busy Christmas shopping. Any answers that show insight will be credited regardless of the problem offered.</p> <p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>Understanding of a key term is desirable for full marks to be awarded for either of the two sections. Hints are provided but not restrictive, for example, problems may be practical - this is not specified in the text but can be rewarded if discussed.</p> <p>One mark is awarded to basic answers that may address the question but will be underdeveloped or reply on basic knowledge of interviewing. E.g. 'People may tell lies'.</p> <p>Two marks will be awarded to more detailed answers. Accept answers that apply knowledge, e.g. 'People may tell lies because they want to create a good impression'.</p> <p>Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, or refer to the context of the question. E.g. 'The research may not be valid because people claim to buy Fairtrade to look good and so tell lies to the researcher'.</p> <p>Repetition of answers will not be credited. Two separate issues must be identified.</p>	6

4e	<p>One mark for knowledge that an interview is a conversation.</p> <p>Two marks are available for development and explanation addressing the term 'unstructured', showing that this is an unguided or probing interview resembling a normal conversation.</p>	2
4f	<p>One mark for any acceptable open question that directly addresses the context of the research in the question.</p>	1
5a	<p>One mark for any acceptable definition.</p> <p>One mark for explanation and/or an example showing a deeper understanding of social exclusion.</p>	2
5b	<p>Unacceptable answers will offer responses that do not address the issue.</p> <p>One mark is available for an explanation of the term discrimination in terms of an action rather than a belief e.g. stigmatising.</p>	1
5c	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>There are three marks available for each reason offered. These should be entirely separate and not repeated.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. This answer may be copied from the passage.</p> <p>Two marks will be awarded to responses that are over-reliant on the passage which define only one of the terms, with a relevant example.</p> <p>For three marks accept answers that are detailed and full. This may include an element of understanding that disability may involve a degree of social handicap as well as bodily limitation and this should be explicit and refer to issues of power, control, access to resources or opportunities / stereotyping / stigmatising.</p>	6
5d	<p>One mark for a simple definition of the term in terms of simplistic assumptions about people.</p> <p>A further mark is available for more detail and/or an example and development.</p>	2
5e	<p>One mark for an example or a specific description of a stereotype about disability (e.g. baddies in films are disabled, or disabled people can't do things, or people with disabilities are all stupid).</p> <p>A further mark is available for more detail and/or an example and development, referring to the fact that villains in many films or programs have scans or limitations of some form, or that disabled people are not often found in jobs. Specific examples may be rewarded with 2 marks.</p>	2
6a	<p>Women, female.</p>	1
6b	<p>Professional workers e.g. doctors and lawyers (either part of the answer can be accepted). Use professional judgement.</p>	1

6c	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer definition of the term - use judgement of understanding.</p> <p>Two marks will be awarded to responses that attempt a definition and offer an example.</p> <p>Ascribed status refers to status that is not changeable e.g. gender or position in society such as monarchy.</p>	2
6d	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer definition of the term - use judgement of understanding.</p> <p>Two marks will be awarded to responses that attempt a definition and offer an example.</p> <p>Achieved status refers to status that can be changed e.g. job.</p>	2
6e	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. There may be a simple explanation.</p> <p>Two marks will be awarded to responses that attempt one explanation of reasons professional people have longer life expectancy.</p> <p>For three marks accept answers that are unbalanced but offer some understanding of the issue.</p> <p>For four marks, answers should be detailed and full. There will be two reasons identified and full understanding will be displayed of the link between higher income and better health or higher status and better health.</p>	4

Option answers: Question 7 Work

Q.7 (a) Describe the three sectors of the economy in the UK. [10]

The markscheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge of the three sectors of the economy or types of economic activity.

Credit

- Reference to primary, secondary and tertiary economic activity, or manufacturing, extraction and service sectors.
- Examples of each type of sector in terms of work available.
- Recognition of the growth of the tertiary sector and contraction of the primary sector.
- Accurate use of sociological language, concepts and theory, if relevant.

7a	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of the three sectors of the economy. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific mention of different types of economic activity. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the three sectors, though description may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific mention of theoretical ideas relating to the sectors of work. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of the three sectors of the economy and perhaps offer understanding that this is undergoing change or with certain jobs perceived as threatened. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of primary, secondary and service sector with reference to examples, although this is not specified in the question and should not be used as a differentiator. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO1 AO2
----	---	--------	------------

Q.7 (b) Explain why some people earn more than others at work. [10]

Look for answers that may offer a listing of reasons. It may be that a number of suggestions are considered and answers display breadth or that two reasons are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Economic
- Examples of different types of work
- Qualifications/training
- Market place
- Tradition
- Gender
- Closure
- Supply and demand
- Reference to theory, for example:
- Applied examples that may have been studied in class

7b	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>There will be little or no evidence drawn from different sources. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to one or two reasons for earnings differences at work, though responses may focus on instrumental reasons. It may show evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to specific reasons, though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to examples and concepts or theory. Not all of these elements of the significance of work may be present or equally detailed.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of questions, concepts, theory or inequalities and power. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through an understanding that some reasons for pay differentials are more significant than others or for knowledge from modern British society. Candidates may question the significance or importance of work. Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		
----	--	--	--

Q.7 (c) Using sociological knowledge, discuss how work has changed for women in the UK since 1945. [20]

Look for answers that may offer specific description of changes such as sectors of work, addressing issues such as fluctuations in patterns and general trends over time. There may be reference to the growth of working women, the growth of the service sector, casual McJobs, deskilling, technology and the decline of primary and secondary sector work. List-like and overly descriptive answers should not appear in the top two mark bands, as the question specifies discussion of reasons for change.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Changes in the role and status of women leading to more employment
- Changes in the nature of work, service sector jobs (4 'c's)
- Growth of the middle classes means jobs for women with qualifications
- Technology - no requirement for strength
- Contraception means women work for longer
- Smaller families
- Lifetime of work rather than working till marriage
- Equal pay legislation
- Deskilling
- Applied examples that may have been studied in class
- Feminisation of work force
- Reserve army of labour

Question	Answer	Marks	AO
7c	<p>Level 1 - Limited (0 - 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to changes of patterns of work, addressing issues such as female equality. There may be reference to the growth of casual work or the changing nature of technology. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified changes in work and reasons for change, though description of one may be underdeveloped.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to changes of work, addressing issues such as declining manufacturing and the impact of this on masculinity. There may be reference to growth of low skill, low pay work and casual labour. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of changes in work, relating these to gender. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to changes of patterns of birth rates addressing issues such as female equality or the growth of technology. There may be an understanding of the multi-factorial nature of change, so that no single change can take place in isolation. There may be reference to the changing nature of employment and skills. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5 10	AO 1 AO 2

Option answers: Question 8 Power and Participation

Q.8 (a) Describe three political parties in the UK. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of the ideologies and the parties available to support those ideologies. Candidates may simply refer to Conservatism and to Labour or they may be aware of other parties such as national parties. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Knowledge of the various parties
- Possible reference to their ideologies and beliefs
- Possible reference to politicians or legislation
- Understanding of notions of social theory; reference to studies, if appropriate and relevant
- Applied examples that may have been studied in class

Question	Answer	Marks	AO
8a	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific description of a political party perhaps without development or naming the party correctly. Knowledge will be general. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to political parties though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of one element. Specific mention of voting behaviour is an acceptable response. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of parties. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2

Q.8 (b) Explain why we have a Parliament in the UK

[10]

Look for answers that may offer a listing of reasons related to issues of democracy, rule making or of representation. It may be that a number of suggestions are considered and answers display breadth or that two reasons are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Mention of ideology e.g. democracy
- Functions of Parliament to pass laws
- Legitimisation of collective decisions
- Reference to theory, for example: functionalism and Marxism
- Representation of people
- Symbol of freedom/free speech

Question	Answer	Marks	AO
8b	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of the importance of Parliament. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to the role of Parliament, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth of Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to democracy or any other sociological concepts linking democracy and ideology. There will probably be reference to the functions of Parliament and Parliamentary process. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of participation and power. These elements of the significance of ideology may be not equally detailed. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement of purpose, as required by the question.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of Parliament and of the link to democracy. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through specific examples and understanding. There will be reference to questions of the nature of Parliament. Candidates may question the value of Parliament or its effectiveness. The role of Parliament in supporting the democratic process or the process of law making will be described in full. There will be juxtaposition, and a clear statement of purpose, as required by the question.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2

Q.8 (c) Using sociological knowledge, discuss how pressure groups may affect political parties in the UK. [20]

Look for answers that may offer specific description of the role of pressure and interest groups on political parties. These groups should be specified and named with awareness of: voting and the electoral process itself. The role and function of interest groups will be discussed as well and the role of groups in political lobbying. Some of these ideas may be implicit rather than explicit, but appropriate examples to illustrate understanding should be present. List-like and overly descriptive answers should not appear in the top two marks bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Lobbying
- Media control
- Representation of pressure groups
- Methods used by different pressure groups to influence parties
- Promotional groups
- Protectional groups
- Ideology
- Single issue politics
- Reference to recent elections or local elections
- Reference to studies and/or theory if present.

Question	Answer	Marks	AO
8c	<p>Level 1 - Limited (0 - 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more issues affecting interest groups. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified reasons for differences in the influence of some pressure groups though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more reasons will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to class and gender issues. There may be reference to the growth of single issue politics. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of reasons for pressure groups and how they operate, relating these reasons to explicit and relevant examples. The information offered with display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to different social groups, so that some pressure groups have more access than others to political parties. There may be evaluative and analytical observations that explicitly point out that some groups are more significant than others. There may be reference to ideological beliefs about the functions of that system. Candidates may even question the significance of power and access albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5 10	AO 1 AO 2

Option answers: Question 9 Crime and Deviance

Q.9 (a) Describe what is meant by white collar crime. [10]

The markscheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of white collar crime, and perhaps awareness of the social context of white collar crime. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Professional crime
- Institutional crime
- State or government crime
- Definitions of white collar crime
- Understanding that the term is a broad one, covering a range of activity
- Norms, values, mores and legal codes
- Reference to studies of crime and deviant activity, if appropriate and relevant
- Applied examples that may have been studied in class

Question	Answer	Marks	AO
9a	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be mention of white collar crime as being linked to the activities of middle class and professional people. Any medium may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to different crimes or acts of deviance and perhaps reference to how they may be labelled differently, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study. Specific mention of any examples or forms of crime is an acceptable response but at this level, there may be juxtaposition with the second example. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the term. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of different types of crime although this is not specified in the question and should not be used as a differentiator. Examples are sought. Specific mention of any white collar crime is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research or with a clear understanding of social change or legal change. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO1 AO2

Q.9 (b) Explain why we have a police service in the UK.

[10]

Look for answers that may offer specific understanding of the notion of crime data collection, social control, power, crime prevention or any other reasonable power or purpose of the police service. Answers should display depth of understanding and offer a clear statement of why we require a police service and offer examples. There will be explicit contemporary examples apparent. (Note punishment is not an acceptable response as this is the role of the legal system)

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Crime prevention
- Crime detection
- Social control
- Data collection
- Support for government (e.g. controlling protest)
- Role in collecting data and meeting targets for clear up rates of crime
- Applied examples that may have been studied in class

Question	Answer	Marks	AO
9b	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to the terms of the question, though responses may be generalised and vague. There will be some evidence drawn from recent news. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the terms of the question. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily be precise or contemporary.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of why we have a police force in the UK. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through reference to the terms of the question.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2

Q.9 (c) Using sociological knowledge, discuss reasons why some people are more likely to be convicted of crime than others. [20]

Look for answers that may offer specific description of patterns of conviction and the reasons for those patterns of conviction. There may be reference to trends and patterns of crime or any other relevant information. There will be reference to the need to be aware of different types of crime statistics and the importance to the police of targeting certain types of crime/groups. Appropriate examples such as the recording and reporting processes, the role of police in gathering data, over-reaction to stories and examples from the recent media may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands, as the question specifies discussion of why people in some social groups are more likely to be convicted of crime than others.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Reference to age, gender, class and ethnicity
- Stereotyping
- Institutional racism
- Reporting
- Recording
- Patterns and trends
- Targeted policing
- Social control
- Marxist and social control accounts of the crime statistics
- Functionalism accounts of empirical data
- Applied examples that may have been studied in class

Question	Answer	Marks	AO
9c	<p>Level 1 - Limited (0 - 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more examples of crime data. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified ways in which the crime data is gathered though there may be uneven or undeveloped responses. Descriptive but detailed accounts of one or more theories or of examples to account for crime statistics will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to case studies or to crimes. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of crime conviction rates, linking these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to theories or examples, perhaps with evaluative and analytical observations. Candidates may even question the significance of official data collection on crime conviction rates, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples of specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5 10	AO1 AO2

Options answers: Question 10 Global Citizenship

Q.10 (a) Describe the different stages of economic development of different countries around the globe. [10]

Look for answers that may offer specific description of the meaning of the stages. Answers should differentiate between the different world economies. The differences between and within countries may be referred to. There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- "Developing" nations/"Third world"
- HEDC/LEDC/Newly industrialised countries
- MEDC (most economically developed countries) or high income economy country
- Understanding inequality is endemic
- Awareness that there are rich countries with high GDP and poorer countries with low GDP
- Recognition that some social groups have more power than others
- Awareness of the West as being a market
- Reference to theory, for example: pluralism, interpretivism and Marxism
- Applied examples that may have been studied in class
- Rostow's stages of growth
- Accurate use of sociological language, concepts and theory, if relevant

Question	Answer	Marks	AO
10a	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of inequality as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to a case study of a LEDC, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear differentiation between HEDC and LEDC. This may be implicit. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of the significance and commercialisation of markets though these may be implicitly addressed. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily to be precise or contemporary.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of questions relating to different levels of economic development. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through reference to the nature of inequality, linked to an understanding of the social implications of the expansion of cheap production processes in LEDC and markets in HEDC.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2

Q.10 (b) Explain the meaning of the term globalisation, using examples. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific understanding of globalisation and its operation, as well as awareness of its significance and reasons why people buy into the ethos of globalisation. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples of globalised industries should be credited.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Clear sense of the significance of globalisation
- Understanding of the economic significance of globalisation
- Awareness of sustainability and issues of globalisation
- Reference to studies, if appropriate and relevant
- Applied examples that may have been studied in class

Question	Answer	Marks	AO
10b	<p>Level 1 - Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific description of a case study. Any reference to globalisation, showing some degree of understanding may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the terms of the question though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the question. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of globalisation: this is not specified in the question and should not be used as a differentiator.</p> <p>Specific mention of any globalised activity is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of social change or the significance of new technologies in globalisation. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

Q.10 (c) Using sociological knowledge, discuss reasons some countries are more economically advanced than others. [20]

Look for answers that may offer specific description of the nature and of reasons for economic development. There should be understanding of the role of resources, natural disaster, investment, education, access to technology and political stability in economic advancement. There may be reference to changes in working patterns, life expectancy and to economic and traditional reasons as elements of global inequality. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the health issues (e.g. Aids) or global climate change (e.g. drought and famine) may be used to illustrate understanding and should be present.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Appropriate understanding of economic advancement.
- Globalisation
- Climate change
- Cost of labour
- Education
- Health
- Emancipation of women
- Tradition and change
- Exploitation and sweatshop labour
- Natural disaster
- Political stability
- Power and control

Question	Answer	Marks	AO
10c	<p>Level 1 - Limited (0 - 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more examples of economic development. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified elements of the terms of the question. Descriptive but detailed accounts of one or more theories or examples to account for the differences will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the terms of the question relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band there may be reference to changes in society which have prompted changes in the commercial status of some countries. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5 10	AO 1 AO 2

GCSE Sociology MS Unit 2 - Summer 2012



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk