



# **GCSE MARKING SCHEME**

**SOCIOLOGY**

**SUMMER 2013**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.

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## GCSE Sociology - Unit 1

### Compulsory Core

Question	Answer	Marks
<b>1</b>	One mark for each correct answer: Interview, ageism, new man, data, status, peer group.	6
<b>2</b> (a)	Award one mark for any suggestion that is drawn directly from the passage, for example, 'listening and observing' or 'learning how things are done.'	1
(b)	Award one mark for any answer suggesting that this refers to the rules that the people who are working follow. Reference to item essential.	1
(c)	Unacceptable answers will not explain role.  One mark is awarded to basic answers that suggest it is a set of behaviours that are expected for a given situation - it will probably be copied from the passage without processing.  Two marks each will be awarded to full and detailed answers that detail the meaning of the term, perhaps with development or an example drawn from a new situation.  Accept answers that show evidence of selection and interpretation of the stimulus material.	2
(d)	Unacceptable answers will not explain any rule that is expected of an employee or will simply copy something from the passage.  One mark is awarded to basic answers that suggest that people simply do as they are told, or do what they are paid to do.  Two marks each will be awarded to full and detailed answers that detail social phenomena in some way. Technical understanding that behaviour in a workplace differs from expected behaviour in other situations is required.  Accept answers that show evidence of selection and interpretation of the stimulus material.	2
<b>3</b> (a)	Feral child or wild child only.	1
(b)	Unacceptable answers will not explain primary socialisation.  One mark is awarded to basic answers that suggest it is how people learn to behave in the family.  Two marks each will be awarded to full and detailed answers that detail social phenomena in some way. Technical understanding of primary socialisation as an on going process that takes place within a family and continues throughout life is required.  Accept answers that show evidence of selection and interpretation of the stimulus material.	2

Question	Answer	Marks
(c)	Accept any agency of secondary socialisation: media, education, law, religion, peer group or legal system are all expected answers.	1
(d)	<p>Unacceptable answers will be factually incorrect or offer no insight into socialisation.</p> <p>One mark is awarded to understanding each of the meanings of formal socialisation or informal socialisation.</p> <p>Two marks will be awarded to full answers that show evidence of sociological understanding but do not identify a specific difference. Juxtaposition is not seen as evidence of a stated difference.</p> <p>Three marks will be awarded to full answers that explain both terms and identify a specific difference such as where socialisation takes place or how it occurs.</p>	3
(e)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. Accept either questionnaire or interview. If another answer is offered, then look at the justification. If it is acceptable, then award the mark.</p> <p>One mark is awarded to basic answers that may offer a specific and named research method.</p> <p>Two marks will be awarded to full answers which offer both a method and a reasoned account of why it is appropriate.</p>	2
(f)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. Accept any named sampling method.</p> <p>One mark is awarded to basic answers that may offer a specific and named sampling method or which offer an account of that method without naming it accurately.</p> <p>Two marks will be awarded to full answers which offer both a method and/or a reasoned account of how it might be applied.</p>	2
<b>4</b> (a)	70.1%.	1
(b)	One in five students.	1
(c)	<p>Accept either or both of the following answers:</p> <ul style="list-style-type: none"> <li>• It has narrowed.</li> <li>• Girls still out perform boys.</li> </ul>	2
(d)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. There will be no references to differences in socialisation of girls and boys. The question asks candidates to explain gender difference in attainment and unless that element of the question is addressed, then candidates will not attain marks above 3.</p> <p>One mark is awarded to a basic answer that may be underdeveloped or rely on basic knowledge.</p> <p>For two marks, expect a developed answer which shows understanding of socialisation and how it affects behaviour and attitudes as applied to the context of educational attainment.</p>	2

Question	Answer	Marks
5 (a)	One mark for a correct answer drawn from the item.	1
(b)	<p>Unacceptable answers will offer responses that do not address the issue.</p> <p>There is one mark available for identifying a gender stereotype in the item (such as involves dressing up).</p> <p>There is one mark available for understanding of the term such as simplistic generalisations about people based on gender expectations.</p>	2
(c)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>Three marks are available for each process. Look for named processes such as canalisation, manipulation, expectation, language and appellations, and activities.</p> <p>For one mark accept a named process.</p> <p>For two marks, accept a basic explanation.</p> <p>For three marks, there should be development and / or an example.</p> <p>Answers should be detailed and full. There will be some use of sociological language and some explanation of processes of socialisation.</p>	6
(d)	<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 but shows some understanding that a value is a set of cultural ideas about what is good, right, fair and just.</p> <p>Two marks will be awarded to responses that are detailed and full. There will be an example or some relevant development.</p>	2
(e)	<p>One mark for any acceptable answer that shows some basic understanding of values as being sets of ideas or principles underlying conduct.</p> <p>For two marks, seek answers that are clearly related to values and which are transmitted from parents to children.</p>	1
(f)	<p>This is an open question and candidates may offer a variety of methods. The method chosen should be appropriate, so one word answers are not acceptable, there should be some basic development.</p>	1

Question	Answer	Marks
(g)	<p>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.</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 rely on basic knowledge of interviewing. 'People may tell lies' or for identification of a technical term such as ethical problems.</p> <p>Two marks will be awarded to more detailed answers. Accept answers that apply knowledge.</p> <p>'People may tell lies' in interviews 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. Some degree of contextualisation is required. Credit answers that apply detailed knowledge, or refer specifically to the context of the question.</p> <p>'Interviews may not be valid' because children may tell lies in interviews to create a good impression. They will say they do more sport than they really do or less sport depending on what they think the researcher wants.</p> <p>Professional judgement will be applied in cases where more than one reason is offered but none is fully developed. Accept the reason that offers the maximum marks.</p> <p>Repeated answers will gain only 3 marks. Each suggested problem should be obviously and clearly different.</p>	6
(h)	<p>For one mark, award an answer that shows a basic understanding of ethics, but which lacks clarity or a specific example.</p> <p>For two marks, development is required, perhaps reference to an ethical issue or an example of unethical research.</p>	2
6 (a)	<p>An explanation that human behaviour is attributed to their basic biology is required.</p>	1
(b)	<p>This is an open question and candidates may offer a variety of plausible suggestions. Any answers that show insight will be credited regardless of the situation offered. These situations must be socially acceptable, however: war, self-defence being the most obvious examples.</p> <p>For two marks, it should be clear why aggression is seen as acceptable in those situations so there should be explicit explanation.</p>	2

Question	Answer	Marks
(c)	<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. The most usual reasons offered are: historical change, cultural relativity or case studies of feral children. Other acceptable responses may be credited.</p> <p>Two marks will be awarded to responses that develop or explain how these forms of evidence may be used to reject nature theories.</p>	2
(d)	<p>This question is designed to test AO3 - new situation, so sense of context is required for answers above four marks.</p> <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 explain basic processes of social control.</p> <p>For three marks accept answers that are unbalanced but offer some understanding of social control, through norms and values, or formal and informal control.</p> <p>For four marks, answers should be detailed and full. Answers are balanced but offer some understanding of both elements of social control with a degree of contextualisation.</p> <p>For five marks, answers should be detailed and full. There will be a clear statement of how social control operates to prevent deviance in some way, with context.</p>	5

**Option answers: Question 7 Family**

**(a) Describe family structures in modern Britain.**

**[10]**

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within a 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 examples such as nuclear family or there should be reference to the growth of singlehood, single parent families, blended families and extended and beanpole families. Answers should be sociological rather than personal in tone.

Credit:

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding of traditional nuclear family.
- Evidence of examples, perhaps drawn from the media or current affairs, such as moral panics about the behaviour of children.

**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 for family change 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 appeal 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:
- 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 why some people think that the family is under threat. [20]**

Look for answers that may offer specific discussion of various family types identifying the strengths and weaknesses of each. There may be reference to the ideology of the nuclear family. List-like and overly descriptive answers should not appear in the top two mark bands. There may be understanding that feminists reject the nuclear family, whereas conservatism and New Right politicians favour nuclear families. The socialisation of boys may be considered.

Credit:

- Accurate use of social 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 (for example CSA).
- 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 child birth 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 of the patterns of childbirth, addressing issues such as normative patterns or female equality. There may be reference to the welfare state or the changing financial power of women related to their earning potential. 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 birth rate 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 birth rates addressing issues such as female equality or the acceptability of contraception. 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. 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 different types of school in modern Britain.** [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 the variety of types of school, for example: academies and private schools, faith schools, comprehensives, grammar schools and free schools. 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 school types.
- Understanding of the differences between certain types of school.
- 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 the notions of informal or formal education 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 a 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 the subject areas taught, or the purpose of the curriculum, 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 either formal or informal education. Specific mention of qualifications and subjects 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 formal and informal education. 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 the British education system has experienced change.**

**[10]**

Look for answers that may offer mention 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.
- Ideology of education.
- Historical reasons for education system changes.
- Social control and control of knowledge in society.
- Practical and pragmatic reasons for changes.
- Understanding of perceived failures in education.
- 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 reasons for ethnic differences in educational attainment. [20]**

Look for answers that may offer specific description of which social groups are advantaged and disadvantaged (white middle classes and Hindu children tend to do well, travellers and African Caribbean boys do less well). Specific description of which groups attain and under attain is required and if it is accurate should be rewarded highly, but purely descriptive answers should not appear in the top mark band. Understanding of reasons for differences in attainments should also be considered. 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 mark bands as the question specifies discussion of attainment. Answers that analyse reasons for educational attainment differences but which are not so detailed about specific change should be rewarded appropriately.

Credit:

- Accurate use of sociological language, concepts and theory, if relevant.
- Which groups under attain.
- Social reasons for under attainment related to cultural and material factors.
- Social reasons for under attainment related to home and school factors.
- Specific knowledge of any educational change and the reasons for it having been made.
- 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 reasons for 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 exclusion, poverty and gender issues. There may be reference to the growth of qualification based education or the relationship between qualifications and earning potential. 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 reasons for educational change relating these reasons 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 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 9 Mass Media

### (a) Describe recent changes in 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 of changes in the media since 1945, perhaps with reference to technology or to ownership and control. 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.
- Internet.
- HD.
- Downloads.
- MP3 players.
- Games and consoles.
- 3D.
- Cinema.
- Magazines.
- Applied examples that may have been studied in class.
- Changes in technology.
- Arrival and impact of new technologies.
- Concentration of commercial media.
- Growth of Internet and networking sites.
- 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 reasons why the media are important in many people's lives.**

**[10]**

Look for answers that may offer specific understanding of how people use the media in their daily lives. Answers should display depth of understanding and offer a clear statement of how technologies have changed and the implications of such change, and offer examples. There will be explicit contemporary examples apparent.

Credit:

- Growth in leisure.
- Decline in community.
- Ubiquity of media.
- Commercialisation of media products.
- Access to technology and social networking.
- Role models.
- Personalisation of media - TVs in bedrooms, for example.
- Media as social activity (attendance at cinema).

**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 who controls the media.**

**[20]**

Look for answers that may offer specific description of the way that the media are owned and controlled. There may be reference to ownership and editorialism or any other relevant theories. Appropriate examples such as the power of multinationals and globalisation 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 social differences in control of the media and there should be some understanding that certain social groups are over and others are under-represented.

Credit:

- Accurate use of sociological language, concepts and theory, if relevant. 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.

**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 recent changes in how people spend their leisure time. [10]**

Look for answers that may offer specific description of the meaning of the term. Answers should refer to social change and the commercialisation of sport and leisure. A 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.
- Growth in travel and tourism.
- Commercialisation of sport.
- Audience participation through the media.
- 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.

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 some sportsmen and women become famous celebrities. [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 understanding of fan behaviour and the role of the media in sponsoring and publicising sportsmen and women as applied within a sporting context. Personal characteristics of the person may be acknowledged but the focus should be on social processes. 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 the media.
- The creation of sporting heroes and post-sporting careers.
- The role of sport as a non-participant activity.
- 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 social differences in access to sport and leisure. [20]**

Look for answers that may offer specific description of social differences for participation in sport and leisure activity. There should be reference to a range of factors and some reasons offered to explain how they may affect access to sport and leisure. For example higher level answers may suggest that older people have more leisure time after retirement but access to recent technology is limited for older people who do not have technological skills. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the wealth on access to sport and leisure may be used to illustrate understanding and should be present.

Credit:

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to any of the following differentiators:
- Educational qualifications and social class.
- Gender differences and expectations.
- Age differences in choice of activity.
- Marital status.
- Number of children under age 18 in the household.
- Hours of paid work last week.
- Income and wealth.
- Disability and health as limiting factors in terms of access.
- Urban or rural household relationship to facilities and activities.
- Weekday or weekend.

**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 sports may be mentioned as well as moral panics. 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 differences between the two markets. There may be reference to changes in the society which have prompted changes in the commercial value of sports and leisure. Commercialisation, the telegenic nature of sport and the significance of supporters magazines may all be mentioned. 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	A O
1	One mark for each correct answer: Life chances, questionnaire, role, racism, Folk devils, underclass	6	1
2(a)	25 million or nearly 25 million.	1	1
(b)	Award one mark for one of the following: lack of experience, lack of skills, lack of qualifications.	1	1
(c)	One mark is awarded to basic answers that define stereotype.	1	1
(d)	Award two marks for one of the following explained: declining mental ability, senility, slower response speeds, less nimble, less healthy so more sick days.	2	1
(e)	Award one mark for identification of one reason: unfairness, cost to employers of lost opportunities, youth unemployment or missing the experience of older workers. Two marks for explaining why this is a problem; e.g. youth unemployment may lead to more young people engaging in anti-social behaviour or unfairness could cause social unrest and lead to riots etc. or unhappiness.		
3(a)	One mark for three-quarters or 75%	1	1
(b)	One mark is available for a definition of elite in terms of privileged and/or powerful group.  One mark is available for an acceptable example of a social, economic or political elite, such as rich people, business leaders, politicians, etc.	2	1
(c)	Two marks two from: all millionaires, over forty, who went to Oxford or Cambridge. One mark for one of these characteristics.	2	1
(d)	One mark is available for a definition of wealth as assets from which typically produce a flow of income.	2	2
(e)	(i) One mark for random, stratified, snowball, systematic, voluntary, opportunistic, purposive. (ii) Unacceptable answer will offer responses that do not address the issue or simply offer answers that are common sense.  One mark is awarded for each answer where a potential problem is identified but does not explain why it is a problem such as 'sample is too small'.  Two marks for each problem will be awarded to fuller answers that identify a problem with explanation: e.g. 'sample may be small which will undermine its representativeness'.	5	3
4(a)	One mark for an answer of 25%	1	1
(b)	One mark for a simple definition of the term in terms of differences in opportunity or measured outcome of attainment/achievement.  A further mark is available for an example associated with a key social location such as social class, gender or ethnicity.	2	2
(c)	A basic response will offer something suggesting differentiation between people in society with regard to income, wealth, social class, etc.  A detailed response will offer degree of sophistication or development showing understanding of issues of difference between social groups including class, gender, ethnicity, etc.	2	2

Question	Answer	Marks	A O
(d)	<p>One mark for basic knowledge about the contribution of education.</p> <p>Two more marks are viable for development explanations addressing the nature and functions of education in contributing towards the life chances of children in terms of further and higher education, upward social mobility and employment.</p>	3	3
(e)	<p>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.</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 if 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 rely on basic knowledge of questionnaires and accessing pupils in school: e.g. one of 'informed consent, access through gatekeepers, poor response rates, low validity, poor representativeness if school is not typical, etc.</p> <p>Two to three marks will be awarded to more detailed answers. Accept answers that apply knowledge.</p> <p>'Questionnaire may have low validity as pupils may feel they might get into trouble explaining why they have truanted. They may hold back on telling the truth about their experiences'.</p>	6	2
5(a)	One mark for 100,000.	1	1
(b)	One mark for Equality and Human Rights commission.	1	2
(c)	One mark is available for an explanation of the term prejudice, unfavourable attitudes, opinions or feelings towards an individual or group. Often the context is about issues such as race, gender or nationality.	1	2
(d)	<p>One mark for a simple definition of the term in terms of unequal or unfair behaviour towards individuals or groups.</p> <p>A further mark is available for an example and discrimination.</p>	2	1
(e)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. Answers should focus on groups other than the disabled such as gender, ethnicity, age, class (underclass).</p> <p>There are three marks available for each reason offered.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge about the group.</p> <p>Two marks will be awarded to responses which give a problem with a relevant example.</p> <p>For three marks accept answers that are detailed and full. For example, they may include an element of sexism, racism, ageism,. etc.</p>	6	1
6(a)	One mark for public sector workers or teachers, nurses and council workers.	1	1
(b)	One mark for a simple definition of the term poverty. Look for ideas of deprivation or social exclusions or lacking things that other people consider essential in life. They may talk about absolute or relative poverty.	2	1
(c)	One mark for defining income as a flow of money, such as from working, welfare benefits or from assets of wealth.	2	1
(d)	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. Look for answers such social mobility, living standards, housing, health chance etc.	6	2

Option answers: Question 7 Work

Q.7 (a) Describe what is meant by the term alienation.

[10]

Look for answers that located the concept within a Marxist framework with examples to illustrate. It is important that alienation is considered in the concept of work, and perhaps lack of, or limited, leisure time. 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

- Idea originated with Karl Marx.
- Notion of separation from self, process, finished product, etc.
- Primary cause is the drive to cut costs and make profits.
- Lack of job satisfaction or self-worth.
- Examples of different types of work.
- References to theory, Marxist idea.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
7(a)	<b>Level 1 Limited (0 - 2 marks)</b>	5	AO1
	Limited answers will offer responses that display little evidence of knowledge or understanding of either term. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.	5	AO2
	<b>Level 2 Basic (3 - 5 marks)</b>		
	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 mention of different types of economic activity. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.		
7(a)	<b>Level 3 Breadth or Depth (6 - 8 marks)</b>		
	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.  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 work and leisure.] The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.		
7(a)	<b>Level 4 Breadth and Depth (9 - 10 marks)</b>		
	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.  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.		

**(b) Explain the role of trade unions**

**[10]**

Look for answers that see trade unions as representing the interest of workers in the world of work. Some may see unions associated with strikes, but reward those who see this as the result of failed talks and negotiations rather than right-wing judgement. Answers that respond in only a personal or emotional fashion may be credited but only if this can be justified sociologically but should not appear in the top two mark bands.

Credit:

- Represent worker's interests.
- Bargain with employers to improve the pay of their members.
- Campaign for health and safety issues.
- Fight unfair dismissal cases.
- Lobby the government and MPs.

Question	Answer	Marks	AO
(b)	<p><b>Level 1 Limited (0 - 2 marks)</b></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><b>Level 2 Basic (3 - 5 marks)</b></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><b>Level 3 Breadth or Depth (6 - 8 marks)</b></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><b>Level 4 Breadth and Depth (9 - 10 marks)</b></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>		

(c) **Using sociological knowledge, discuss the impact of new technology on workers in Britain.** [20]

Look for answers that may offer specific description of changes such as to the nature of work. There may be reference to the changes in work roles, status, deskilling and examples of new technology in the workplace. List-like and overly descriptive answers should not appear in the top two marks bands as the question specifies discussion of reasons for change.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Technology.
- Changes in the role of status of workers.
- Automation.
- Reskilling.
- Deskilling and loss of skilled labour.
- Changes to working conditions.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
(c)	<b>Level 1 Limited (0 - 4 marks)</b>	5	AO 1
	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.	5	AO 2
	<b>Level 2 Basic (5 - 10 marks)</b>	10	
	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 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.		
(c)	<b>Level 3 Breadth or Depth (11 - 15 marks)</b>		
	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.  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.		
(c)	<b>Level 4 Breadth and Depth (16 - 20 marks)</b>		
	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.  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 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.		



**Option answers: Question 8 Power and Participation**

**Q.8 (a) Describe the difference between democracy and totalitarianism [10]**

The mark scheme is awarding marks for knowledge and understanding of democracy and totalitarianism and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Knowledge of the democracy and totalitarianism.
- Differentiation and contrast between democracy and totalitarianism.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
8(a)	<p><b>Level 1 Limited (0 - 2 marks)</b></p>	5	AO 1
	<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>	5	AO 2
	<p><b>Level 2 Basic (3 - 5 marks)</b></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><b>Level 3 Breadth or Depth (6 - 8 marks)</b></p>		
	<p>Six marks are available for answers that offer a clear reference to the 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><b>Level 4 Breadth and Depth (9 - 10 marks)</b></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>		

(b) Explain the role of lobbying.

[10]

Look for answers that may offer mention listing of reasons related to the lobby process. It may be that a number of suggestions are considered and answers display breadth and 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 lobbying process.
- Lobbying of the government.
- Lobbying of political parties.
- References to theory, for example: functionalism and Marxism.

Question	Answer	Marks	AO
(b)	<b>Level 1 Limited (0 - 2 marks)</b>	5	AO 1
	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.	5	AO 2
	<b>Level 2 Basic (3 - 5 marks)</b>		
	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 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.  The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.		
<b>Level 3 Breadth of Depth (6 - 8 marks)</b>			
Six marks are available for answers that offer a clear reference to democracy or any other sociological concepts linking democracy and ideology. 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 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 the differences as required by the question.  The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.			
<b>Level 4 Breadth and Depth (9 - 10 marks)</b>			
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.  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 parties and the link to ideology. They may even point out that the link is not a full one, so that people will sometimes join in Parliament for social and emotional or traditional reasons. 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 the extent to which social class influences the way people vote in contemporary UK.** [20]

Look for answers that may offer specific description of the traditional alignment factors that affect the relationship between social class and voting. This will be juxtaposed with a discussion of de-alignment and the weakening of the relationship between social class and voting. Appropriate examples to illustrate should be present. List-like and overly descriptive answers should not appear in the top two mark bands.

Credit

- Theories of class alignment and voting.
- Ideas of de-alignment and voting.
- Media influence.
- Growth of individualism (Postmodernism).
- Social change and the breakdown of class structure.
- Single issue politics.
- Reference to recent elections of local elections.
- Reference to studies and or theory if present.

Question	Answer	Marks	AO
8c	<b>Level 1 Limited (0 - 4 marks)</b>	5	AO 1
	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.	5	AO 2
	<b>Level 2 Basic (5 - 10 marks)</b>	10	
	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 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.		
	<b>Level 3 Breadth or Depth (11 - 15 marks)</b>		
	Eleven marks are available for answers that offer a clear reference to specific and clearly identified reasons for differences in voting behaviour 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 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.		
	<b>Level 4 Breadth and Depth (16 - 20 marks)</b>		
	Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of reasons for differential voting relating these reasons to explicit and relevant examples. The information offered with 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 social groups, so that some pressure groups have more access than other 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.		

**Option answers: Question 9 Crime and Deviance**

**Q.9 (a) Describe what is meant by deviancy amplification.**

**[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 discussion of deviancy amplification, and perhaps awareness of the social context of issues like moral panics and self-fulfilling prophecy. 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.
- Deviancy amplification.
- The role of the media.
- Examples of moral panics.
- Self-fulfilling prophecy.
- Reference to studies of crimes and deviant activity, if appropriate and relevant.
- Applied examples that may have been studies in class.

Question	Answer	Marks	AO
9(a)	<b>Level 1 Limited (0 - 2 marks)</b>	5	AO1
	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.	5	AO2
	<b>Level 2 Basic (3 - 5 marks)</b>		
	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 mention of the 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.		
	<b>Level 3 Breadth or Depth (6 - 8 marks)</b>		
	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.		
	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.		
	<b>Level 4 Breadth and Depth (9 - 10 marks)</b>		
	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.		
	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.		

Look for answers that may offer specific understanding of the nature and context of corporate crime. Answers should display depth of understanding and offer a clear statement of how and why this crime sometimes goes unreported in both the media and official crime statistics. Reward answers that offer explicit and contemporary examples.

## Credit

- Accurate use of ideological language, concepts and theory, if relevant.
- Complex nature of corporate crime.
- Construction of official statistics (Home Office and police).
- Green and environmental crime
- Levels of reporting and invisible nature of corporate crime.
- People may be unaware that they are victims of corporate crime (e.g. price-fixing).
- Case Studies (B., Enron, Guinness, etc.)
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
(b)	<b>Level 1 Limited (0 - 2 marks)</b> 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.	5	AO 1
	<b>Level 2 Basic (3 - 5 marks)</b> 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 recent news. This may be interpreted.  The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.	5	AO 2
	<b>Level 3 Breadth or Depth (6 - 8 marks)</b> 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.		
	<b>Level 4 Breadth and Depth (9 - 10 marks)</b> 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.  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.		

**Q.9 (c) Using sociological knowledge, discuss explanations for youth crime. [20]**

Look for answers that may offer knowledge and understanding of youth crime and its application to crime and deviance. There may be reference to theoretical ideas and examples of youth with regard to delinquency, subcultures and/or gangs. Appropriate research studies and examples 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.

**Credit**

- Accurate use of sociological language, concepts and theory, if relevant.
- Subcultural theory.
- Examples of subcultures.
- Norms and values.
- Functionalist theory of subculture.
- Marxist subcultural theory (CCCS).
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
(c)	<p><b>Level 1 Limited (0 - 4 marks)</b></p>	5	AO1
	<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>	5	AO2
	<p><b>Level 2 Basic (5 - 10 marks)</b></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>	10	
	<p><b>Level 3 Breadth or Depth (11 - 15 marks)</b></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><b>Level 4 Breadth and Depth (16 - 20 marks)</b></p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of media creation of moral panics 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, 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>		

## Options answers: Question 10 Global Citizenship

**Q.10 (a) Describe the role of multinational corporations in the global economy. [10]**

Look for answers that may offer specific description and understanding of the role of multinationals. Answers should recognise the controversial nature of multinational corporations, and be aware of arguments for and against their location in the developing world. 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.
- Multinational corporation of trans-national corporations.
- Arguments to support investment in developing world.
- Arguments of exploitation and 'neo-colonialism'.
- Awareness of the 'Tiger economies'.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
10(a)	<b>Level 1 Limited (0 - 2 marks)</b>	5	AO 1
	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.	5	AO 2
	<b>Level 2 Basic (3 - 5 marks)</b>		
	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 LEDC, 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.		
10(a)	<b>Level 3 Breadth or Depth (6 - 8 marks)</b>		
	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.  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 be precise or contemporary.  The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.		
	<b>Level 4 Breadth and Depth (9 - 10 marks)</b>		
	Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of questions relating to the increase in global inequality. 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 nature of inequality, linked to an understanding of the social implications of the expansion of cheap production processes in LEDC and markets in HEDC. 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 the arguments for supporting the fair-trade movement.

[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 Fair-trade and its operation as well as awareness of its significance and reasons why people buy into the ethos of Fair-trade. There should be some sense of context apparent. Examples of may be drawn from one or more areas, coffee, bananas, cotton, etc.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Clear understanding of Fair-trade.
- Understanding of the social, economic and cultural significance of Air-trade.
- 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
(b)	<p><b>Level 1 Limited (0 - 2 marks)</b></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><b>Level 2 Basic (3 - 5 marks)</b></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 globalisation product 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><b>Level 3 Breadth or Depth (6 - 8 marks)</b></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. Specific mention of any reason may be used in an acceptable response. At this level, there may be juxtaposition without necessary detailing 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.</p> <p><b>Level 4 Breadth and Depth (9 - 10 marks)</b></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 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 and globalisation e.g. football marketing. 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>		



(c) **Using sociological knowledge, discuss the arguments for and against giving aid to developing countries.** [20]

Look for answers that may offer an awareness of the debate for and against giving aid to the developing world. There should be reference to the nature of aid and its role in supporting services and encouraging economic growth. Countering this argument is that it simply leads to a debt crisis. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact on education, health and welfare services may be used to illustrate understanding and should be present.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Nature and types of aid.
- Neo-colonialism.
- Education.
- Health.
- Feminism and the emancipation of women.
- Dependency culture.
- Benefits to donor country.
- References to theory, for example: modernisation theory (pluralism), dependency theory (Marxism).

Question	Answer	Marks	AO
(c)	<b>Level 1 Limited (0 - 4 marks)</b>	5	AO 1
	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.	5	AO 2
	<b>Level 2 Basic (5 - 10 marks)</b>	10	
	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 poverty related to knowledge of a country or a cause of poverty. 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.		
(c)	<b>Level 3 Breadth or Depth (11 - 15 marks)</b>		
	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. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.		
	<b>Level 4 Breadth and Depth (16 - 20 marks)</b>		
	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 why these is extreme poverty. 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.		



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