



GCSE MARKING SCHEME

SOCIOLOGY

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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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Sociology - Unit 1

Compulsory Core

Question	Answer	Marks
1	One mark for each correct answer: Stigma, gender, data, survey, valid, labelling	6
2 (a)	Award one mark for any suggestion that is drawn directly from the passage, for example, success as an athlete, member of House of Lords or a career in broadcasting. Do not accept role model as the question specifies career.	1
2 (b)	Award one mark for any answer suggesting that this term refers to someone who is respected or looked up to by others	1
2 (c)	Unacceptable answers will not identify a group of people One mark is awarded to basic answers that offer a group of people: young people, disabled people, athletes, women. Two marks each will be awarded to full and detailed answers that explain why the group would respect or admire Tanni Grey-Thompson, for example <i>Athletes may respect Tanni Grey-Thompson because she was a successful athlete and they may want to achieve success in sports activities themselves like she did.</i> A reason may be accepted for one mark even if a group is not specified	2
2 (d)	Unacceptable answers will not explain imitation or will simply copy something from the passage. One mark is awarded to basic answers that explain imitation in some way or refers to gender without specific detail. <i>Boys copy their fathers in order to learn how to behave as a man in our society</i> Two marks each will be awarded to full and detailed answers that apply understanding to imitation with specific reference to gender socialisation – for example: <i>Boys may copy their fathers and go to football with them as this is seen as a masculine thing to do in our society.</i>	2
3 (a)	Norm/s only	1
3 (b)	Unacceptable answers will not explain gender socialisation. One mark is awarded to basic answers that suggest it is how people learn to behave as males or females, for example, <i>Gender socialisation is when children learn to act like boys or girls.</i> Two marks each will be awarded to full and detailed answers that detail social phenomena in some way. Technical understanding of gender socialisation as an on-going process that takes place within a family and continues throughout life is required. <i>Gender socialisation is when children learn to act appropriately for their sex, for example girls may be given dolls</i> One mark may be awarded for socialisation if gender is not specified but the term socialisation is understood	2

Question	Answer	Marks
c	<p>Unacceptable answers will not explain canalisation</p> <p>One mark is awarded to basic answers that explain canalisation in some way without specific detail.</p> <p><i>Parents push their children into certain activities or sports</i></p> <p>Two marks each will be awarded to full and detailed answers that apply understanding to canalisation for example:</p> <p><i>Parents push their children into certain activities or sports, for example girls do ballet and boys do football</i></p>	2
3 (d)	Only accept the family/parents/home	1
3 (e)	<p>Unacceptable answers will be factually incorrect or offer no insight into socialisation</p> <p>One mark each is awarded to a basic understanding of each of the meanings of primary socialisation or secondary socialisation</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. Juxtaposition may be seen as evidence of a stated difference.</p> <p><i>Primary socialisation is when we are taught attitudes and values by our family. Secondary socialisation is when we learn expected behaviour from social networks and agencies of socialisation such as school or peer groups.</i></p> <p>Award the marks for development if juxtaposition is implicit</p>	3
3 (f)	<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 – questionnaire or interview</p> <p>One mark is offered for a basic reason that is couched in common sense terms</p>	2
3 (g)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. A problem should be clearly identified and contextualised</p> <p>One mark is awarded to basic answers that may offer a specific problem or which offer an account of that method without sociological content.</p> <p><i>One problem is that mothers may not want to answer the questions because they do not have time.</i></p> <p>Two marks will be awarded to full answers which offer both a problem and/or specific understanding of the research process.</p> <p><i>One problem is that it may be difficult to get a good sample of mothers that is representative of those with jobs and those who stay at home.</i></p>	2
4 (a)	158	1
4 (b)	<p>Look for something more than a repetition or reiteration of the passage – it is a punishment or a social response to a <i>socially unacceptable(or other terms)</i> behaviour</p> <p>Accept answers that refer to rewards and punishments. Accept one word answers.</p>	1

Question	Answer	Marks
4 (c)	<p>Unacceptable answers will show no understanding of the term social control or will simply rephrase the term using the words social and control, for example <i>Social control is when you are controlled by society.</i></p> <p>For one mark accept the idea that <i>behaviour is socially controlled to ensure that individuals behave appropriately.</i></p> <p>For two marks, credit sociological language or for the use of appropriate examples, perhaps drawn from the item, but not copied.</p> <p>For three marks, you should expect reference to formal and informal social control.</p> <p>For four marks, there will be examples</p> <p>A definition of social control is essential for full marks. Explanations in terms of 'control' are not seen as definitions.</p>	4
4 (d)	<p>Unacceptable answers will offer responses that do not name or explain any form of sampling.</p> <p>For one mark, reward either a named example of a representative sampling process such as random, quota, stratified or systematic sampling or an explanation such as 'names in a hat'.</p> <p>Opportunity or convenience samples are not representative and not accepted</p> <p>For two marks, a process should be both named and described</p>	2
5 (a)	One mark for an explanation that suggests fa'fafine is a third gender typical of Samoan culture	1
5 (b)	There is one mark available for explaining that they have been brought up by their families in a third gender and so become fa'fafine. Accept socialisation.	1
5 (c)	<p>Any answer that is drawn from the item will do, for example one of the following ideas</p> <p><i>They understand male and female emotions,</i></p> <p><i>They have high status jobs,</i></p> <p><i>They take on important family roles.</i></p>	1
5 (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 <i>a culture is a way of life for a group of people.</i> Accepted 'shared way of life'</p> <p>Two marks will be awarded to responses that are detailed and full, perhaps using the idea that there are <i>shared norms and values or a shared tradition and history or language.</i> Sociological language will be used.</p> <p>For three marks, there will be a detailed and full answer with <i>an example</i> which may be drawn from passage, perhaps referring to gender roles or from wider sociological knowledge.</p>	3

Question	Answer	Marks
5 (e)	<p>One mark for any acceptable answer that shows some basic understanding of culture, possibly suggesting a way of life for a group of people.</p> <p>Two marks are available for some attempt to explain that different cultures may have different ideas.</p> <p>For three marks, there should be a clear understanding that norms and values of cultures vary so what is normal in one culture may be unusual in another.</p> <p>Four marks will use the concept of fa'afafine to show understanding that Western cultures may not recognise or understand something that is central to Samoan culture.</p>	4
5 (f)	<p>One mark is available for a simplistic definition of either nature or nurture</p> <p>A second mark is available for a second simplistic definition of either nature or nurture.</p> <p>Three marks are available for an answer which defines the terms and offers a simplistic account of the debate or describes one side of the debate, but not the other</p> <p>Four marks are available for answers which define the terms and explain the debate with sociological language and understanding explicit</p> <p>Accept other viable answers which show understanding of the term</p>	4
6 (a)	Ofcom	1
6 (b)	Violence	1
6 (c)	<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.</p> <p>For one mark, a common sense answer will be accepted, for example <i>children may be influenced by television</i>.</p> <p>For two marks, there should be explicit sociological content in the explanation, for example, <i>the television is an important agency of socialisation and children may be influenced by what they see</i>.</p>	2
6 (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 socialisation by the media such as the creation of norms, but without specific sociological content.</p> <p>For three marks accept answers that are unbalanced but offer some understanding of secondary socialisation through the media</p> <p>For four marks, answers should be detailed and full. Answers are balanced and with a degree of contextualisation, so that the relationship between body image and media presentation of desirable slenderness will be apparent</p> <p>For five marks, answers should be detailed and full. There will be a clear statement of how secondary socialisation through the media may encourage faulty body image, with context and sociological understanding.</p>	

Question	Answer	Marks
6 (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.</p> <p>If another method is offered that is not accepted, still look at the justification. If it is acceptable, then award a mark</p> <p>One mark is awarded to basic answers that may offer a specific and named research method</p> <p>One mark is offered for a basic reason that is couched in common sense terms</p> <p>Two marks will be awarded to full answers which offer a reasoned, contextualised or sociological account of why it is appropriate.</p>	2+1
6 (f)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to basic answers that show some vague awareness of the meaning of the term ethics</p> <p>Two marks will be awarded to full answers which offer a reasoned, contextualised or sociological account of an ethical problem, identifying a particular ethical issue (deceit, harm, sensitivity)</p>	2

Option answers: Question 2 Family

- (a) Describe the ways in which culture may affect family forms. [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. The focus of the answer should be on description of how culture affects family types, with appropriate examples drawn from different cultures either in other countries or within the UK (for example working class extended family or Mormon polygamy).

Look for answers that may offer specific knowledge of the variety of different family structures. Variations of polygamy such as polygyny and polyandry should be expected, but non-traditional family structures such as kibbutz or communes can be accepted as well. Reference to Samoan culture may be seen; to gain marks that are above level 1 or level 2, there should be additional information provided that is not drawn from information given on the paper and possibly rephrased. 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 differences in family structure
- Reference to differences from British culture, but focussed on the terms of the question
- Evidence of examples drawn from different cultures
- Any other relevant information

7 a	<p>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of cultural variety in families. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>Level 2 Basic (3 -5 marks) Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. Only one family type may be described. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be mention of two specific family forms but this will not be in detail and there will be errors of fact. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks) 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.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there will be specific mention two different family types, though the answer may lack balance. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of cultural variations of family structure and perhaps offer understanding that there are more than the two that the question demands. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of forms of family 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.</p>	5 5	AO 1 AO 2
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(b) Explain reasons why all societies have some type of family.

[10]

Look for answers that may offer listing of functions of the family applied to the issue of culture. 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, common sense 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.
- Socialisation of children into norms and values
- Offering identity and history
- Stabilisation of the adult personality
- Control of sexuality and reproduction
- Survival of the young to adulthood
- Protection and caring for the elderly
- references to theory, for example Parsons and the warm bath theory
- applied examples that may have been studied in class
- Any other relevant information

7 (b)	<p>Level 1 – Limited (0 – 2 marks)</p> <p>Limited answers will offer responses that display little evidence of sociological knowledge or understanding of family function. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>There will be little or no evidence drawn from different sources. The quality of written communication will be basic</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to emotional arguments in favour of family, citing issues such as ‘to have someone to love and care for’. There may be evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to specific reasons why societies/cultures have some form of family structure, 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 questions of functions of the family. Not all of these elements of family function may be present or equally detailed.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of the function of the family. There may be reference to different cultures and how family forms develop to suit cultural needs and norms. 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 throughout the question. There may be reference to theory of family.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (c) Using sociological knowledge, discuss reasons why family forms in Britain appear to be changing. [20]

Look for answers that may offer specific discussion of various family types, perhaps identifying forms of change and offering reasons for family change. There may be reference to the ideology of the nuclear family and how it is in decline. There should be reference to a variety of reasons for change such as technological (contraception) and normative change (single parenthood). Myth-based answers such as increasing numbers of teenage mothers should be disregarded.

List-like and overly descriptive answers should not appear in the top two mark bands. There may be some evidence of analysis or judgements relating to the significance of social change so that some factors are seen as more important than others.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Feminism
- changing norms and values (single parenthood, gay families)
- technological (contraception and IVF)
- the increase of women in the workplace and status in society (singlehood, beanpole family)
- increased choice of family type (singlehood, childfree)
- Changing demographics (elderly people, widowhood, older parents)
- changing role of men
- Divorce
- Expenses of rearing children
- legal changes (for example CSA)
- applied examples that may have been studied in class
- Any other relevant information

7 (c)	<p>Level 1 – Limited (0 – 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to changes in family structure, addressing issues such as female equality or changing norms and values. There may be reference to the development of women’s rights and choice in family type. There may be reference to ideologies of family changing. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified references to family types, perhaps with reference to the dark side of the family or changing attitudes to family life, though descriptions may be underdeveloped.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to changes of 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.</p>	5 5 10	AO 1 AO 2
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of differences in family type and reasons for the increasing variation. There may also be reference to the fact that some migrant families are more likely to conform to traditional family forms such as nuclear or extended than ethnic White populations. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to changes of patterns of male participation in families 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.</p>		

Option answers: Question 8 Education

- (a) Describe the ways in which material deprivation may affect children's school attainment [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 how poverty and lack of materials can affect attainment. The response should be wider than just a consideration of not being able to afford equipment but at the higher levels should include a slightly wider range of descriptions of poor housing or lack of nutrition. 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.
- Understanding of the term 'material deprivation'
- Relationship between deprivation and class
- Examples of material deprivation such as inability to pay for educational trips or equipment
- Reference to material deprivation in a wider context such as the home
- reference to studies, if appropriate and relevant
- applied examples that may have been studied in class
- Any other relevant information

8 (a)	<p>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of material deprivation. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>Level 2 Basic (3 -5 marks) 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 one element of the question such as deprivation within school. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks) Six marks are available for answers that offer a clear reference to the variable impact of deprivation though this may be dated or lack detail, 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 form of deprivation such as equipment or school trips. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of different effects of deprivation. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (b) Explain reasons why girls tend to do better at GCSE than boys. [10]

Look for answers that may offer a listing of reasons. It may be that a number of suggestions are considered and answers display breadth or that two reasons are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands. There is no reason to describe past patterns of gender based success or to contextualise female success – the focus should be on sociological explanations alone. Accept answers which explain the success of girls in terms of the relative failure of boys in terms to achieve. Ideally there should be reference to both genders in answers.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Feminisation of education
- Changing attitudes and aspirations of girls
- Wider employment opportunities for women
- Changing norms
- Laddish behaviour
- Positive female role models
- Girl specific initiatives such as GIST or coursework
- references to theory or research, for example: feminism and Sue Sharpe
- Any other relevant information

8 (b)	<p>Level 1 – Limited (0 – 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of reasons for female attainment. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to qualifications and the role of gender in education, though responses may be generalised and vague. There may be uncritical application of gender stereotypes.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to explanations such as feminisation of education and female educational aspiration. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to theory to explain gender differences in attainment. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement as required by the question.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of gender attainment with applied examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through specific examples and understanding. There will be explanations, and a clear statement of reasons as required by the question.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

- (c) Using sociological knowledge, discuss how schools can affect children's progress in education. (20)

Look for answers that may offer specific description of processes within schools such as labelling, hidden curriculum, self-fulfilling prophecy or teaching itself. Specific description of which groups attain and under-attain will display significant understanding but should not form the focus of the answer. If it is accurate should be rewarded highly. Purely descriptive answers should not appear in the top mark band. Understanding of reasons for differences in attainment are the focus of the question and these should be school based. 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 precisely focused on schools should be rewarded appropriately.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Which groups underattain/attain
- Labelling theory
- Self-fulfilling prophecy
- Hidden curriculum
- Teaching and learning (the effective school)
- Differences between schools
- Reference to studies and or theory if present.
- Any other relevant information

<p>8 (c)</p>	<p>Level 1 – Limited (0 – 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more school based processes. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly social processes creating differences in attainment though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more reasons will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to labelling, S-F P, hidden curriculum and behaviour issues.. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	<p>5</p> <p>5</p> <p>10</p>	<p>AO 1</p> <p>AO 2</p>
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of social processes, relating these reasons 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 different educational theories perhaps with evaluative and analytical observations that explicitly point out that some processes are more significant than others. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

Option answers: Question 9 Mass Media

- (a) Describe the ways in which people use the Internet for social purposes. [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 mention of different social groups and how they may use the internet and which offer a variety of suggestions with specific social understanding. 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.
- Understanding that different social groups and markets use the Internet differently
- To do research and look for information
- Sending emails/familial contact
- Forums, chatrooms and social networking
- Game playing – perhaps with people in other countries
- Virtual reality sites
- Business reasons such as banking or selling and buying things
- Social reasons such as making travel arrangements
- reference to studies of the media, if appropriate and relevant
- applied examples that may have been studied in class
- Any other relevant information

9 (a)	<p>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of internet use. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>Level 2 Basic (3 -5 marks) 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 mention of internet uses but these will be limited. Any medium many offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks) Six marks are available for answers that offer a clear reference to different internet uses, though descriptions 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 of a wide variety of internet uses but these will be technical rather than sociological in tone. There may be unevenness so that some things are mentioned in detail, but others are not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding internet use and which are sociological in tone. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, examples are sought. Specific mention of any internet usage 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 elements of internet use. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (b) Explain reasons why the media are considered to be an important agency of socialisation [10]

Look for answers that may offer specific understanding of how the media may be part of the socialisation process and should refer to both adults and children. Answers should display depth of understanding and offer a clear statement of processes. They should offer examples There will be explicit contemporary examples apparent.

Credit:

- Accurate use of sociological language, concepts and theory, if relevant.
- Advertising
- Body image/role models
- Ubiquity of media
- Main source of information
- Norm referencing and agenda setting
- Folk devils and moral panics – applied to issues of media influence on people
- references to theory or research, for example: cultural effects, hypodermic syringe
- Any other relevant information

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

- (c) Using sociological knowledge, discuss the factors that influence the content of the news [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 of news values and examples from the recent media may be used to illustrate understanding and should be present. Credit answers which focus on news values well, or which take a wider but relevant approach. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies news creation and there should be some understanding that certain social groups are over and others are underrepresented.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
Targeting of media to specific audiences
- News values – a number may be specified and discussed
- Role of editors and proprietors
- Agenda setting
- Norm referencing
- Gatekeeping
- Profit motive
- Silly season/sensationalism
- Amplification
- Campaigns
- applied examples that may have been studied in class
- Any other relevant information

4 c	<p>Level 1 – Limited (0 – 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to a variety of news values, but not explained or developed. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified understanding of media influence and the social construction of the news though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or of examples 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 media reporting of the news. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	5 5 10	AO 1 AO 2
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of 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.</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 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.</p>		

Option answers: Question 10 Sports and Leisure

- (a) Describe the different ways in which people may participate in sport and sporting activities [10]

Look for answers that may offer specific description of the variety of different forms of participation. A list of different sports should not be rewarded highly as the issue is one of participation and therefore should be sociological in tone. Answers should refer to the commercialisation of sport and the different participation of different social groups. 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
- Competitions such as the Olympics and local leagues
- Sunday sport as a social activity
- Spectators – both in person and through the media
- Sports officials such as referees
- Coaching and training
- Fitness through leisure centres
- Business and profit (for example betting, owning or sponsorship)
- Politics of sport and sporting activities
- Any other forms of participation
- references to theory,
- applied examples that may have been studied in class
- Any other relevant information

10 b)	<p>Level 1 – Limited (0 – 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of participation as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to a participation, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear differentiation between types of sporting participation. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of the significance and commercialisation of sporting 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.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions relating to participation in sport and sporting activities. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through reference to the variety of participations, 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 participate in sport</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (b) Explain ways in which sport may be linked to ethnicity. [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 ethnicity and nationality as applied within a sporting context. 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.
- Ethnic differences in participation
- Racism in sport
- Poverty and routes to escape racism (boxing and athletics)
- Cultural differences in sports allegiance (the cricket test)
- Nationalism and sport (perhaps with reference to examples such as that of Jesse Jackson)
- Sport and religion (muscular Christianity, Islam dress codes and swimming for women)
- Sportswear market and link to American hip-hop
- reference to studies, if appropriate and relevant
- applied examples that may have been studied in class
- Any other relevant information

10 b	<p>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</p> <p>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.</p> <p>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.</p> <p>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 questions though description may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific 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>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of 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 fan behaviour 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.</p>	5 5	AO 1 AO 2
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- (c) Using sociological knowledge, discuss why sport has become increasingly professional [20]

Look for answers that may offer specific description of the professionalization of sport. There should be reference to a range of factors and some reasons offered to explain how and why sport has become professionalised. For example higher level answers may suggest that the influence of proprietors or the impact of the popularity of sports has influenced sportsmen and women. There may be reference to the commercialisation of sport. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the media on the popularity of sport and 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:

- Understanding of the key terms of professionalism and amateurism
- Educational qualifications and social class (amateurism vs professionalism as an approach to the way sport is experienced)
- Gender differences and expectations
- Payment for working class players
- The role of the media
- Sponsorships
- Gambling
- Sky sports
- Lottery funding
- Systems of support eg. Need for contracts and income
- Commercialisation
- Cost of sporting activities
- Pressure to cheat (doping scandals)
- Competitiveness between participants
- Ethics
- Any other relevant information

10c	Level 1 – Limited (0 – 4 marks)	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
	Level 2 Basic (5 - 10 marks)	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 sporting professionalism. 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 such as amateurism, professionalism or commercialisation. 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. Reasons may be offered to account the development of professionalism though these may lack sophistication. 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 of 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 the development of professionalism with evaluative and analytical observations that explicitly point out differences between more than two sports. There may be reference to changes in the society which have prompted these changes. 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. Authority, Qualitative. Elite, Scapegoating, Secondary Research, Quality of Life	6	1
2a	£36,800	1	1
2b	Award one mark for both of the following. Pensioners, families with children.	1	1
2c	Unacceptable answers will not explain relative poverty. One mark is awarded to basic answers that may identify an issue linked to relative poverty. Two marks for basic explanation and an example. For three marks, there will be development with appropriate examples and a full understanding of relative poverty possibly comparing to absolute, subjective or environmental poverty.	3	3
2d	One mark is available for a basic response perhaps suggesting that it is important to understand how people live. Two marks are available for answers that show some understanding or development, such as an explanation of what the information may be used for e.g. to decide how the government can help people. Three marks are available for a more sophisticated response e.g. to help decide government policy to help the poor or to reduce poverty, reduce social inequality.	3	2
3a	One mark for either make reasonable adjustments or homeworking or flexible hours.	1	3
3b	It has increased or gone up.	1	3
3c	One mark is available for an acceptable example such as being able to feel part of society by owning property, having a job, being socially accepted, having money to travel and take part in leisure opportunities. Two marks are available for more development and/or use of specialist language e.g. deprivation, isolation, equal opportunities.	2	3
3d	A basic response will offer something suggesting the chances of good or bad things happening to you. A detailed response will offer a degree of sophistication or development showing understanding of different example of life chances.	2	3
3e	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to basic answers that may use the source to note changes in the law. Two marks will be awarded to fuller answers that may refer to examples, such as Paralympics coverage, characters on soap operas etc. Three marks are awarded to answer that use sociological language and attempt to explain why discrimination has decreased arguably. E.g. changes in law, socialisation, media.	3	2

Question	Answer	Marks	A O
4a	One mark for a simple definition of the term lifted from the source. A further mark is available for an example.	2	3
4b	One mark for a simple definition of the term. A further mark is available for development or an appropriate example e.g. to make sure people understand the questions, to make sure it finds out what it is looking for.	2	1
4c	There are two marks available for each reason identified.. This is an open question and candidates may offer a variety of plausible reasons. Any answers that show insight will be credited regardless of the reason offered. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge and/or accurate use of specialist language. 'People are racist or prejudiced, poorly educated. Two marks will be awarded to more detailed answers. Accept answers that apply knowledge. 'People commit hate crimes because the Media have socialised them not to like certain groups or they have had little experience so mistrust them. The same criteria should be applied to the second reasons. E.g. another reasons people commit hate crimes is because they are prejudice against them due to primary socialisation within the family.	4	3
4d(i)	Any acceptable sociological research method. E.g. unstructured interviews, Questionnaires. Use of secondary data such as analysis of official statistics.	1	2
4d(ii)	One mark is awarded to basic answers that give a reasons for the suitability of the method. Two marks for some development of this. Credit for in depth reasons and/or use of specialist language.	2	2
4d(iii)	There are three marks available for each problem identified. This is an open question and candidates may offer a variety of plausible problems. Any answers that show insight will be credited regardless of the problem offered. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. Understanding of a key term is desirable for full marks to be awarded for either of the two sections. Hints are provided but not restrictive, for example, problems may be practical – this is not specified in the text but can be rewarded if discussed. One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge of the method chosen. 'People may not want to take part'. Two marks will be awarded to more detailed answers. Accept answers that apply knowledge. 'People may tell lies because they want to create a good impression.' 'People may not want to take part because they have been a victim of hate crime and it upsets them. This is an ethical issue and they should have the right to refuse. They may cause psychological harm if they take part. Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, or refer to the context of the question. 'People may tell lies about hate crimes they have committed or be willing to reveal small crimes but not big ones and this makes the research lack validity.	6	2

Question	Answer	Marks	A O
5a	One mark for any method – questionnaires, interviews etc.	1	1
5b	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. There are two marks available for each reason offered. One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. They do not think it matters who they vote for/will not make any difference. Two marks will be awarded to responses that refer to social issues such as feeling socially excluded, apathy, lack of ethnic minority politicians/role models.	4	1
5c	One mark for a simple idea – they are not seen as important. A further mark is available for more detail and/or an example and development e.g. unemployment may lower a person's social class position/may give them less prestige in others eyes.	2	1
5d	One mark for a simple idea – they are not seen as important – e.g. people don't give them jobs or racism. A further 2 marks are available for more detail and/or an example and development. Specialist terminology used accurately should gain 3 marks e.g. Discrimination, prejudice, racism.	3	1
6a(i)	59	1	1
6a(ii)	Deprivation, poverty, lack of health care. Poor health - not acceptable.	1	1
6b	Unacceptable answers will offer responses that do not explain deprivation. One mark is award to a very basic answer definition of the term e.g. not having things others have/take for granted, example not essential. Two marks will be award to responses that attempt a definition and offer an example e.g. not having things that help people to live a happy/healthy life, such as a good education or healthy environment. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.	2	2
6c	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer definition of the term or example e.g. having better chances than other people. Advantage. Two marks for a clear explanation with an example e.g. having advantages over other people, such as private healthcare or education.	2	2
6d	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer e.g. people in poor areas do not eat a good diet. Two further marks are available for the second reason. A second mark is available for answers that are more detailed and/or use specialist language e.g. people in deprived areas may live in poverty and not get basic essentials for a healthy life, such as healthy food.	4	3

Option answers: Question 7 Work

7. (a) Describe what is meant by automation [10]

Look for answers that may offer specific description of the varying views on the effect of automation over time. There may be reference to efficiency, deskilling, technology, efficiency and unemployment. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for change.

Credit

- Job satisfaction or lack of Intrinsic and Extrinsic satisfaction.
- Benefits of automation for society.
- Alienation including aspects of (powerlessness, meaninglessness, isolation).
- Decline of manufacturing.
- Unemployment.
- Technology including new technology.
- Improvements in working conditions.
- Loss of skilled labour.
- Growth of service sector.
- Deskilling.
- Fordism.
- Status and loss of identity.
- Applied examples that may have been studied in class.

7a	<p>Level 1 Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of the term. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p>	5	AO1
	<p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific mention of different types of economic activity. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p>	5	AO2
	<p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the process of automation, though description may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. [At the upper end of this mark band, there may be specific mention of theoretical ideas relating to work and leisure.] The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>		
	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of the concept or automation and its effects on work. The information offered will display accuracy and sociological language will be used.</p> <p>There should be reference to key sociological concepts, such as job satisfaction and deskilling. There may be reference to the reasons/benefits of automation. Answers will demonstrate a good application of knowledge with example and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

7. (b) Explain why unemployment may be a social problem in the UK [10]

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

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Economic – cost of benefits, decline in spending.
- Social costs – communities, crime, drugs, racism.
- Crisis of Masculinity.
- Effects on groups e.g. gender, disability, etc.
- References to theory, for example:
- Applied examples that may have been studied in class.

7b	Level 1 Limited (0 - 2 marks)	5	AO1
	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. The quality of written communication will be basic.	5	AO2
	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 one or two reasons why unemployment may be a social problem, though responses may be basic. 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 examples and concepts or theory. Not all of these elements of the significance of unemployment 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 the reasons why unemployment may be a social problem 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 an understanding that some effects of unemployment 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. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.		

7. (c) **Using sociological knowledge, discuss how workers in the UK may show that they are dissatisfied with their employers** [20]

The markscheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge of ways in which workers may show their dissatisfaction with work. Sophisticated answers will refer to trade union activity and informal action/behaviour of workers.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to strikes, collective bargaining, trade unions, industrial action, examples of different types of action – formal and informal.
- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding of industrial relations.

Question	Answer	Marks	AO
7c	Level 1 Limited (0 - 4 marks)	5	AO 1
	Unacceptable answers will offer responses that display no evidence of knowledge or understanding of workers dissatisfaction. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.	5	AO 2
	Level 2 Basic (5 - 10 marks)	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 actions taken by workers. There may be reference to the changing nature of work. 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 responses of workers to dissatisfaction, 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 workplace dissatisfaction, addressing issues such as e.g. pay or working conditions. There may be reference to modern case studies. 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 formal and informal response of workers to dissatisfaction. 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 the responses of workers' dissatisfaction. At the upper of the this band, understanding may be displayed through contrasting and comparative descriptions of industrial actions or work dissatisfaction 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.		

Option answers: Question 8 Power and Participation

8. (a) Describe what is meant by a social 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 description of the range of NSM's and their nature. Candidates may simply refer to examples of NSM's. Better answers will appreciate the subtle differences between NSM's and pressure groups/political parties. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Knowledge of any NSM's – women's liberation, peace, animal rights, gay liberation, environmental groups.
- Possible reference to their ideologies and beliefs.
- Possible reference to examples of action, single issue groups, nature of membership, tactics used.
- Reference to sociological theory – Feminism, Marxism etc.

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

8. (b) Explain why some groups do not get involved in politics [10]

Look for answers that may offer mentions listing of reasons related to lack of involvement in politics. 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.
- Discussion of Class, Gender, Ethnicity, Age, etc.
- Reference to other kinds of political activity outside of voting, pressure groups, NSM's, alternative political action.
- Reference to the laws of other countries, such as Australia etc.
- Reference to recent elections or local elections.
- Reference to studies and or theory if present.

8b	<p>Level 1 Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of the importance of political behaviour. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to one or more issues affecting a lack of involvement in political behaviour, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth of Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to specific and clearly identified reasons for a lack of involvement in political behaviour though there may be uneven or undeveloped responses. Descriptive but detailed accounts of more than one reason will be in this markband.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of participation and power. These elements of the significance of ideology may be not equally detailed. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement of the differences as required by the question.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of reasons for a lack of involvement in political behaviour relating these reasons 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 will be displayed through contrasting and comparative reference to different social groups, perhaps with evaluative and analytical observations that explicitly point out differences in political behaviour. There may be differences in political behaviour which promoted by ideological beliefs about the functions of that system. Candidates may even refer to sociological theory as an explanation for disaffection. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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8. (c) **Using sociological knowledge, discuss factors that influence voting behaviour in the UK** [20]

Look for answers that may offer specific description of the factors that affect political behaviour specifically, class, gender, nationality, identity, ethnicity, tradition and ideology. These groups should be specified and named with awareness of: reasons for possible disaffection with politics and social exclusion. 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.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Mention of change of government in including Coalition.
- Effect of Credit Crunch, economic crisis.
- Policies, image of leaders, media coverage and influence.
- Patterns of voting by social group – gender, class etc.
- References to theory.

Question	Answer	Marks	AO
8c	Level 1 Limited (0 - 4 marks)	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
	Level 2 Basic (5 - 10 marks)	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 the results of general elections post 1997, though responses may be generalised and vague. 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 changes including the change of government, decline of New Labour, the nature of the coalition, changes in voting patterns of social groups, the media, 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.		
	Level 4 Breadth and Depth (16 - 20 marks)		
	Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of changes in the nature of voting behaviour and the successes of different parties. 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 specific examples and understanding. There will be reference to the changes and possible directions for the future. There will be a clear understanding of voting patterns set in some context of Britain's political culture. 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.		

Option answers: Question 9 Crime and Deviance

9. (a) Describe what is meant by the term formal social control [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 nature of formal social control, and perhaps awareness of the changing social context of this. 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.
- Awareness of how formal compares to informal social control.
- Reference to Marxist /Functionalist theory.
- Types of formal social control.
- Reference to studies of deviant activity, if appropriate and relevant.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
9a	Level 1 Limited (0 - 2 marks)	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
	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 mention of formal social control as being linked to the activities of organised groups. 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.		
9a	Level 3 Breadth or Depth (6 - 8 marks)		
	Six marks are available for answers that offer a clear reference to different agencies of social control or acts of deviance and perhaps reference to how they may operate, 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 social control is an acceptable response. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.		
9a	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 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 social control although this is not specified in the question and should not be used as a differentiator. Examples are sought. Specific mention of any types of formal social control 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 in the way it is treated. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.		

9. (b) Explain why some people think that crime is getting worse in the UK [10]

Look for answers that may offer discussion of all factors that affect perceptions of the crime rate. There may be reference to trends and patterns of crime or any other relevant information. There will be reference to the need to be aware of different types of crime statistics. Appropriate examples such as the recording and reporting processes, the role of police in gathering data, over-reaction to stories and examples from the recent media may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of how the media are able to influence audiences.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to age, gender, class and ethnicity.
- Reporting.
- Folk devils and Moral Panics.
- Scapegoating/Stigmatising.
- Amplification/Sensationalisation.
- Patterns and trends.
- Social control.
- Marxist and social control accounts of the crime statistics.
- Applied examples that may have been studied in class.

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

9. (c) Using social knowledge, discuss the link between gender and crime [20]

Look for answers that may offer discussion of all the links between gender and crime. There may be reference to trends and patterns of crime or any other relevant information. There will be reference to both victimisation and patterns of offending. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of how gender and crime are linked.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to age, gender, class and ethnicity.
- Chivalry Factor.
- Socialisation.
- Masculinity.
- Ladettes.
- Patterns and trends.
- Social control.
- Feminism and social control accounts.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
9c	Level 1 Limited (0 - 4 marks)	5	AO1
	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	AO2
	Level 2 Basic (5 - 10 marks)	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 links between gender and crime. 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 ways in which gender and crime are linked though there may be uneven or undeveloped responses. Descriptive but detailed accounts of one or more theories or of examples to account for gender differences statistics 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 crimes. 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 links between gender and crime 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. 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.			

Options answers: Question 10 Global Citizenship

10. (a) Describe what is meant by the term sweat shop economies [10]

Look for answers that may offer specific description of the meaning of the term. Answers should understand the term. The parts of the world likely to have such economies should 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 band.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Understanding inequality is endemic.
- Recognition that some social groups have more power than others.
- References to terms such as Exploitation, Inequality.
- References to theory, for example: Feminism and Marxism.
- Applied examples that may have been studied in class.
- Reference to gender, age, ethnicity.
- Awareness of activity of multifactors in LEDC.

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

10. (b) Explain, with examples, the meaning of term McDonaldisation [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 McDonaldisation and its operation as well as awareness of its significance and reasons why people buy into the ethos of Globalisation. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples of may be drawn from one or more sporting arenas.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to the principles of fast food production taking over America and the world e.g. Efficiency, Control, Standardisation of product.
- Americanisation/Westernisation of culture.
- Clear sense of the significance of Globalisation.
- Understanding of the economic significance of Globalisation.
- Awareness of sustainability and issues of Globalisation.
- Reference to studies, if appropriate and relevant e.g. Ritzer
- Applied examples that may have been studied in class.

10b	<p>Level 1 Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific description of a case study. An explanation of McDonaldisation may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the terms of the question though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the question. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or different aspects of McDonaldisation: this is not specified in the question and should not be used as a differentiator.</p> <p>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>		
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10. (c) Using sociological knowledge, discuss the role of charities in developing countries. [20]

Look for answers that may offer specific description of the role of charities in developing countries. There should be reference to examples of voluntary agencies such as Oxfam, Christian Aid, Comic Relief, VSO. There may be reference to the different ways that charities try to help. Some of these ideas may be implicit rather than explicit, but a critical view of charities, and/or the role of government may be present to illustrate higher levels of understanding.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Appropriate understanding of poverty.
- Globalisation.
- Dependency.
- Influence of religion.
- Education.
- Health.
- Emancipation of women.
- Tradition and change
- Power and control.
- Reference to sociological theory.

10c	<p>Level 1 Limited (0 - 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</p>	5	AO 1
	<p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more examples of the role of the role of charities in developing countries. 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>	5	AO 2
	<p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified elements of the terms of the question. Descriptive but detailed accounts of one or more theories or examples to explain the role of charities will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	10	
	<p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the terms of the question relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through evaluative and analytical observations that show critical awareness of the role of charities. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		



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