



GCSE MARKING SCHEME

SOCIOLOGY

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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.

	Page
Unit 1	1
Unit 2	29

Unit 1

Compulsory Core

Question	Answer	Marks
1	One mark for each correct answer: Deviant, questionnaire, peer group, Stereotype, morals, sample	6
2 (a)	Award one mark for any suggestion that is drawn directly from the passage, such as multiple wives or paying for a wife.	1
2 (b)	Award one mark for any answer suggesting that this term refers to expected behaviours for the biological sexes. This must be a social and not a biological response.	1
2 (c)	Award one mark for any suggestion that is drawn directly from the passage, for example, farming or brewing.	1
2 (d)	Unacceptable answers will not explain a traditional gender role. One mark is awarded to very basic answers that touches on either gender, tradition or roles. <i>Women do housework.</i> Two marks each will be awarded to more detailed explanatory answers that apply some understanding to the question. <i>Women do housework and look after the home.</i>	2
3 (a)	Award one mark for any suggestion that is drawn directly from the passage, such as teamwork or friendship. Others are possible.	1
3 (b)	Unacceptable answers will not explain socialisation or will refer to it in terms of social activity. One mark is awarded to basic answers that suggest it is how people learn to behave as part of society for example. <i>Socialisation is when children learn how to act.</i> Two marks each will be awarded to full and detailed answers that detail social phenomena in some way. Technical understanding of socialisation is required. There should be some sense of process and of learning. <i>Socialisation is how people learn the expected rule for society.</i>	2
3 (c)	Unacceptable answers will not explain how parents channel children. One mark is awarded to basic answers that explain canalisation in some way without specific detail. <i>Parents push their children into certain activities or sports.</i> Two marks each will be awarded to full and detailed answers that apply understanding to the question. There may be reference to processes such as canalisation. Accept any reasonable example. <i>Parents push their children into certain activities or sports, for example parents take girls to ballet and boys to football.</i>	2

Question	Answer	Marks
3 (d)	Unacceptable answers will not identify a norm. One mark is awarded to very basic answers that identify the meaning of norm. <i>A norm is a normal expected behaviour.</i>	1
3 (e)	Unacceptable answers will be factually incorrect or offer no insight into norms. One mark each is awarded to a basic example of a norm. <i>It is normal to change into sports clothes (identification).</i> For two marks there will be some development or explanation. <i>It is normal to change into sports clothes such as football kit (identification and example).</i> For three marks, there will be sociological understanding and explanation of the term and some sense of context or language (sanctions). <i>It is normal to change into sports clothes such as football kit because people are expected to wear special clothes for sports.</i>	3
3 (f)	The most appropriate method is a <i>questionnaire</i> as quantitative data is sought. This is one mark. Accept reasonable alternatives such as a diary or pedometer. For one mark accept a common sense reason, such as it is easy or quick. For two marks, there should be sociological content, such as mention of terms such as <i>reliable, practical, quantifiable</i> .	1 + 2
3 (g)	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. One mark is awarded to basic answers that may offer a specific problem such as ethics, or which offer an account of that method without sociological content. <i>One problem is that children may lie about what they do.</i> Two marks will be awarded to full answers which offer both a problem and/or specific understanding of the research process. There will be sociological content and terminology. <i>One problem is that children lie and the research lacks validity.</i>	2
4 (a)	25% (note, the % mark is necessary here)	1
4 (b)	<i>The way of life of a group of people</i> or variations of this.	1
4(c)	Look for something from the passage: <i>tradition, language, music, history</i> .	2
4 (d)	Unacceptable answers will show no understanding of the term sampling. For one mark accept any method of sampling that is named or for a process of sampling. For second mark, credit anything that show some understanding of the method.	1 + 1

Question	Answer	Marks
5 (a)	One mark for an explanation relating to parental complaints.	1
5 (b)	There is one mark available for three suggestions of toys: construction toys, sport or fighting examples are appropriate.	1
5 (c)	Nature theory or biological theory.	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 awarded to a very basic answer that may be underdeveloped but shows some understanding that <i>nurture theory</i> suggests <i>we learn how to behave</i>.</p> <p>For three marks, there will be a detailed and full answer with <i>an example</i> which may be drawn passage, perhaps referring to gender roles or from wider sociological knowledge. Sociological language will be used.</p> <p><i>Nurture theory is the idea that we learn how to behave from agencies of socialisation such as the family.</i></p>	3
5 (e) (i)	<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 an example.</p>	1 + 2
(ii)	<p>One mark is awarded to an understanding that feral children have not been socialised: <i>the children did not know how to act as they have not been taught</i>.</p> <p>For two marks, there will be a detailed and full answer with which may be drawn from passage, perhaps referring to gender roles or from wider sociological knowledge. Sociological language will be used.</p> <p><i>Feral children such as Oxana Malaya is evidence of nurture theory because she was not socialised by human and acted like a dog.</i></p>	
5 (f)	<p>One mark is available for a simplistic comment linking social learning to media.</p> <p>A second mark is available for an example that is not developed.</p> <p>Three marks are available for an answer which shows understanding of the terms and offers a simplistic account of process but is common sense in approach.</p> <p>Four marks are available for answers which define the terms and explain the debate with some sociological language and explicit understanding.</p> <p>Five marks are available for a full and developed answer that offers mention of both genders, and perhaps uses technical language such as representation, stereotypes, male and female roles.</p>	5

Question	Answer	Marks
5 (g)	<p>The most appropriate method is an observation as qualitative data is sought. This is one mark.</p> <p>For one further mark accept a common sense reason, such as <i>you can see what people do</i>.</p> <p>For two marks there should be sociological content, such as mention of terms such as <i>valid, depth, understanding</i>.</p>	1 + 2
5 (h)	<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 a problem such as ethics.</p> <p>Two marks will be awarded to full answers which offer a reasoned, contextualised or sociological account of a problem, identifying a particular issue such as ethics validity or reliability.</p>	2
6 (a)	Any suggestion from the passage such as cyber-bullying.	1
6 (b)	<p>For one mark there will be a common sense reason such as <i>they all look the same</i>.</p> <p>For two marks, there will be some sort of social context, <i>they all look the same and are more equal so they feel part of the group</i>.</p>	2
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 there will be a common sense reason such as <i>to make sure they behave</i>.</p> <p>For two marks, there will be some sort of social context, <i>so that there is discipline and people all follow the rules</i>.</p>	2
6 (d)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded for understanding of each term, one mark for each appropriate example and one mark for a stated difference.</p>	5

Option answers: Question 7 Family

(a) Describe ways in which families have changed in recent years. [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. The focus of the answer should be on description of changes to families.

Look for answers that may offer specific knowledge of the variety of family change. This could include mention of new family forms. To gain marks that are above level 1 and 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 time.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding of differences in family structure and/or roles.
- Reference to changes in families drawn from British culture, but focussed on the terms of the question.
- Evidence of examples drawn from different cultures.

7 (a)	<p>Level 1 Limited (0 - 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of traditional nuclear family. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>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.</p> <p>At the upper end of this mark band, there may be specific mention of roles and functions of family members. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</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 may be specific mention of family change and changes in the role and behaviour of children. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 - 10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of childhood and perhaps offer understanding that childhood is undergoing change or is perceived as threatened. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of changes in childhood or reference to examples although this is not specified in the question and should not be used as a differentiator. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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(b) Explain reasons why the roles of men and women in the family have changed. [10]

Look for answers that may offer a list of reasons for changes in the roles of men and women. 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. The focus must be on families and not wider society such as work, unless it is related to the family. 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.
- Changing work patterns.
- Medical technology.
- Secularisation.
- Contraception.
- Norms, values and mores.
- Expectations.
- Divorce and singlehood.
- New Man.
- Unemployment.
- Equal opportunities for women
- Crisis of Masculinity.
- References to theory, for example Parsons and the warm bath theory.
- Applied examples that may have been studied in class.

7. (c) Using sociological knowledge, discuss reasons why there are changing attitudes to divorce in modern Britain. [20]

Look for answers that may offer specific discussion of reasons why attitudes towards divorce are changing, 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 normative change, legal change, secularisation, media representation. The impact of rising divorce rate on attitudes to divorce may be discussed. 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.
- The increase of women in the workplace and status in society increased choice of family type.
- Changing role of men.
- Legal changes.
- Applied examples that may have been studied in class.

7 (c)	<p>Level 1 Limited (0 - 4 marks)</p>	10	AO 1
	<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>	10	AO 2
	<p>Level 2 Basic (5 - 10 marks)</p>		
	<p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p>		
	<p>At the upper end of this mark band, there may be specific reference to changes of patterns of divorce, addressing issues such as female equality in family structure or changes in 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 changing attitudes to family life through descriptions that 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>		
	<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 differences in family types and reasons for the increasing variation. There may 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 population. 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 availability 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 schools have changed in recent years. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of changes to schools. The question is very open, so any relevant change should be credited. Preferably candidates will focus on recent change rather than historical. 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.
- Changes to teaching practice.
- Changes to educational technology.
- Social and legal change such as the corporal punishment debate.
- Reference to structural change such as the growth of academies, free schools, faith schools.
- Testing and examination change.
- Reference to studies, if appropriate and relevant.
- Applied examples that may have been studied in class.

8. (b) Explain what is meant by formal and informal education. [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. The focus should be on sociological explanations alone.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Formal education.
- Informal education.
- Social control.
- Primary socialisation.
- Secondary socialisation.
- Sanctions.
- Power.
- School rules.
- Social roles.
- Reference to theory or research.

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 and salary. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</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 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 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 juxtaposition, and a clear statement of the differences as required by the question.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5	AO 1
		5	AO 2

8. (c) Using sociological knowledge, discuss how cultural deprivation may affect children's progress in school. [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 poverty issues will display significant understanding and should be related to school performance. If it is accurate it should be rewarded highly. Purely descriptive answers should not appear in the top mark band. Understanding of reasons for differences in attainment linked to material deprivation are the focus of the question. 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
- Cultural deprivation
- Norms and values
- Racism and ethnic differences
- Cultural capital
- Issues of class, gender and ethnicity
- Discrimination
- Social values placed on educational attainment
- Differences between schools
- Cultural poverty
- Home conditions
- Parental support
- Reference to studies and or theory if present.

8 (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>	10	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 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>	10	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 social processes creating difference in attainment. 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 + P, hidden curriculum and behaviour issues. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>		
	<p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of 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 reasons are more significant than others. 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>		

Option answers: Question 9 Mass Media

(a) Describe the ways in which the media may represent women. [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 mention of different social groups 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.
- Identification of a range of stereotypes.
- Domestic roles.
- Changing representations.
- Bodies and representation.
- Targeting of representation to various market sectors such as lad mags and also soaps.
- Reference to studies of the media, if appropriate and relevant.
- Applied examples that may have been studied in class.

9 (a)	<p>Level 1 Limited (0 - 2 marks)</p> <p>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>	5	AO 1
	<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 mention of internet uses but these may be limited. 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 (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to different internet uses but these will be limited. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a wide variety of internet uses but these will be technical rather than sociological in tone. There may be unevenness so that one media organisation is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</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 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, understanding may be displayed through contrasting and comparative descriptions or case studies of media organisations, although this is not specified in the question and should not be used as a differentiator. Examples are sought. Specific mention of any media representation is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research or with a clear understanding of social 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>		

9. (b) Explain reasons why different social groups use the media in different ways. [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.
- Audience theory.
- Uses and gratifications.
- Targeted markets.
- Leisure time.
- Social media and media technology.
- Different uses of media technologies by different social groups.
- Fandom.
- Interest groups.
- References to theory or research, for example: cultural effects, hypodermic syringe.

9 (b)	<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>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 media as an important agency of socialisation. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through reference to the terms of the question.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5	AO 1
		5	AO 2

9. (c) **Using sociological knowledge, discuss whether the media cause deviant behaviour.**

[20]

Look for answers that may offer specific discussion of the way that the media may be linked to social control and to the creation of moral panics. There may be reference to 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.
- Agenda setting.
- Norm referencing.
- Gatekeeping.
- Silly season/sensationalism.
- Amplification.
- Bandura and media violence.
- Folk devils.
- Scapegoating.
- Moral panics.
- Glamorisation of media violence.
- Over-statement of the influence of the media.
- Copycat behaviour.
- Socialisation of children.
- Violent computer games.
- Applied examples that may have been studied in class.

9 (c)	<p>Level 1 Limited (0 - 4 marks)</p>	10	AO 1
	<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>	10	AO 2
		20	
	<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. At the upper end of this mark band, there may be specific reference to one or more examples of audience theory. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</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 audience theory or 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 to account for media impact on audiences 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>		
	<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 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 ways in which different social groups may spend their leisure time. [10]

Look for answers that may offer specific description of the variety of different forms of participation. A list of different sports or activities 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.
- Sunday sport as a social activity.
- Spectators - both in person and through the media.
- Leisure centres.
- Class differences.
- Gender differences.
- Passive behaviours and active leisure.
- Differences in time available.
- Any other forms of participation.
- References to theory.
- Applied examples that may have been studied in class.

10. (b) Explain reasons why men and women tend to follow different sport and leisure activities.

[10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific understanding of gender 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.
- Socialisation.
- Activities available.
- Education.
- Tradition.
- Biological reasons (with care).
- Marketing.
- Gender stereotypes.
- Social assumptions.
- Reference to studies, if appropriate and relevant.
- Applied examples that may have been studied in class.

10 (b)	<p>Level 1 Limited (0 - 2 marks)</p>	5	AO 1
	<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>	5	AO 2
	<p>Level 2 Basic (3 - 5 marks)</p>		
	<p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p>		
	<p>At the upper end of this mark band, there may be specific description of a case study. Any 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)</p>		
	<p>Six marks are available for answers that offer a clear reference to both the terms of the question though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</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 any of the main differences. There may be unevenness so that either one reason is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>		
	<p>Level 4 Breadth and Depth (9 - 10 marks)</p>		
	<p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the question. The information offered will display accuracy and sociological language will be used.</p>		
	<p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of fan behaviour, although this is not specified in the question and should not be used as a differentiator. Specific mention of any sporting activity is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of social change or the media role in professional sport. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

10. (c) Using sociological knowledge, discuss why male and female sportspeople are portrayed differently by the media. [20]

Look for answers that may offer specific description of the representation of sports and sports personalities. 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. Sexuality may be part of the discussion. 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:

- Gender differences and expectations.
- The role of the media.
- Sponsorships.
- Gambling.
- Sky sports.
- Lottery funding.
- Commercialisation.
- Cost of sporting activities.
- Competitiveness between participants.
- Ethics.

10 (c)	<p>Level 1 Limited (0 - 4 marks)</p>	10	AO 1
	<p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more examples of 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.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified elements of the terms of the question. Descriptive but detailed accounts of one or more theories or examples to account for the differences will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. Television and the telegenic nature of some sports may be mentioned as well as moral panics. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the terms of the question, relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, 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 changes sports. 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>	10	AO 2

Unit 2

Compulsory Core

Question	Answer	Marks
1	One mark for each, correct answer: primary research, wealth, ethnicity, reliability, New Right, meritocracy.	6
2 (a)	Houses, pensions, eating out, holidays, abroad, savings, jobs. Any one of these.	1
2 (b)	Award one mark for basic reason identified e.g. fuel bills, food more expensive, low interest, pensions, hard to get jobs. Two marks for development, e.g. jobs are not available so they cannot afford a middle class lifestyle.	2
2 (c)	Unacceptable answers will not explain why working class families may be expected to be poorer. One mark is awarded for basic answers that may address the issue of the link between class and being poor in basic terms. Two marks each will be awarded to answers that detail the link between class and being poor and offer an acceptable explanation such as worse education, poverty etc. Accept answers that show evidence of selection and interpretation of the stimulus material. For three marks there may be reference to an explicit link between social class and being poor, e.g. Fatalism, discrimination, socialisation etc. Accept answers that show evidence of selection and interpretation of the stimulus material. For four marks, there will be development with appropriate examples and explanation of the link between social class and being poor. Sociological terminology will be used. Accept answers that show evidence of selection and interpretation of the stimulus material.	4
2 (d)	One mark is available for identifying a reason, e.g. no jobs available. Two marks for development or accurate use of terminology, e.g. some people may not think disabled people can do a good job so don't employ them or stereotypes may harm disabled people's chances. Three marks for development and/or accurate use of terminology, e.g. stereotypes of disabled people not being capable may make people discriminate against them by not giving them jobs.	3
3 (a)	One mark for Joseph Rowntree Foundation.	1
3 (b)	One mark is available for Equal Pay Act or improvements in working conditions or pay.	1
3 (c)	A basic response for one mark will offer something about how important you are/position in society. Two marks should be awarded for development, e.g. an example of your position in society. A detailed response will offer a degree of sophistication or development showing understanding of status – possibly using subject specific terms achieved, ascribed.	3

Question	Answer	Marks
3 (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 basic answers with only one reason.</p> <p>Two marks maximum for one reason well explained or with use of terminology.</p> <p>Three marks for two reasons, one explained well and one basic. Up to 3. For one reason – well explained/language/example.</p> <p>Four marks will be awarded to fuller answers with at least two reasons or more or ones which use sociological terminology but with a lack of depth, e.g. sexism, discrimination.</p> <p>Five marks are awarded to answers that use sociological language and attempt to explain fully why possibly with examples and at least two or more reasons.</p>	5
4 (a)	20%	1
4 (b)	<p>One mark for a simple explanation, e.g. no jobs, laziness. Cannot afford the basics.</p> <p>A further mark is available for development, e.g. The New Right think there is poverty because the poor are lazy. The answer may mention theory or use specialist terminology, but will not show a full understanding.</p> <p>A third mark for sophistication and use of terminology/theory, e.g. culture of poverty, fatalism, New Right, culture of dependency. Explanation used should be fully explained, e.g. some sociologists think there is poverty because of a culture of dependency. This means that people have come to expect benefits when they are out of work. Therefore, they get used to this and do not try to support themselves.</p>	3
4 (c)	<p>There are three marks available for each factor identified. This is an open question and candidates may offer a variety of plausible factors. Any answers that show insight will be credited regardless of the problem offered.</p> <p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>Understanding of a key term is desirable for full marks to be awarded for either of the two sections. Issues may be practical - this is not specified in the text but can be rewarded if discussed.</p> <p>One mark is awarded for basic answers that may address the question but will be underdeveloped or rely on basic knowledge, e.g. 'People may tell lies'.</p> <p>Two marks will be awarded to more detailed answers. Accept answers that apply knowledge.</p> <p>People may be embarrassed if they hold strong views.</p> <p>Three marks will be awarded for 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.</p> <p>'People may not tell the truth because of interviewer bias'. For example the interviewer may be from an ethnic minority.</p>	6
4(d)	<p>One mark for basic answer. So they can get simple answers, easy to record.</p> <p>Two marks are available for a full explanation, e.g. closed questions are easier to present as statistical or graphical data, greater reliability etc.</p>	2

Question	Answer	Marks
4 (e)	Any closed question about inequality, e.g. do you think that inequality is becoming greater in the UK? YES/NO.	1
5 (a)	33%	1
5 (b)	Unacceptable answers will offer responses that do not address the issue. Two marks for full explanation. They do not represent the type of people found in the UK as there are not enough women or ethnic minorities.	2
5 (c)	One mark for a simple reason, e.g. people don't vote for woman. A further mark is available for more detail and/or specialist terminology and development. Sexism, Discrimination. Should link to MP's voting for women.	2
5 (d)	Unacceptable answers will offer responses that do not address the issue of simply offer answers that are common sense. There are three marks available for each reason offered. One mark is awarded to a very basic answer that may be underdeveloped or reply basic knowledge, e.g. it may make people angry. Two marks will be awarded to responses that give a problem with a simple reason why it is a problem, e.g. people may become angry and turn to crime because they look at what rich people have. For three marks accept answers that are credited and full. This may include an element of understanding that inequality may cause social unrest, crime, wastage of talent, economic decline.	6
6 (a)	It went down/decreases.	1
6 (b)	Spots those at risk. Supports them. Helps them avoid committing further crime. One mark for each way.	2
6 (c)	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded for a very basic identification of term, e.g. some young people are thought to be bad. Two marks will be awarded to responses that explain the term, e.g. some groups are blamed for all the bad things and are seen as a big problem. A further mark is available for greater development/accurate use of terminology, e.g. role of the media, stereotyping, moral panics, scapegoating.	3
6 (d)	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded for a very basic answer that may be underdeveloped or rely on basic knowledge. There may be a simple explanation, e.g. young people get blamed for everything. Old people can't get jobs. Two marks will be awarded for responses that explain one way with development/terminology, e.g. young/old people have worse life chances because of ageism so they don't get offered jobs. A further two marks are available for a second way as described above.	4

Option answers: Question 7 Work

7. (a) Describe work and non-work. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within social context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge of work and the types of activity that may be identified as work, perhaps juxtaposing this with non-work. Sophisticated answers may identify that not all work is paid work.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding of work, non-work.
- Evidence of examples of activities that are defined as non-work / work.
- Relevant concepts used with accuracy - include income, intrinsic / extrinsic satisfaction, status, identity, leisure.
- Stanley Parker.
- Marxism.
- Gender - differences between men and women – Feminism.
- Social Class.

Question	Answer	Marks	AO
7(a)	<p>Level 1 Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of either term. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific mention of different types of work and non-work. 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 both work and non-work, 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 work and non-work and perhaps offer understanding that this is undergoing change or with certain jobs perceived as threatened. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of work and non-work with reference to examples although this is not specified in the question and should not be used as a differentiator. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2

7. (b) Explain recent changes to work in the UK. [10]

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

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Changing technology.
- Automation.
- Changing norms.
- Qualifications.
- Recession.
- Migration.
- Gender.
- Globalisation.
- McDonaldisation.
- Fordism/Post-Fordism.
- References to theory.
- Applied examples that may have been studied in class.

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

7. (c) Using sociological knowledge, discuss issues that may affect ethnic minorities in the workplace. [20]

Look for answers that may offer specific description of changes such as racism, discrimination pay gap, institutional racism and legal changes. There may be reference to migration, exploitation. List type and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for change.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Racism.
- Prejudice and Discrimination.
- Stereotyping.
- Exploitation.
- Legal Changes.
- Migrant workers.
- Dual labour market.
- McDonaldisation.
- Ethnic pay gap.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
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 of patterns of work, addressing issues such as ethnic equality. There may be reference to the growth of casual work or the changing nature of technology. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified changes in work and reasons for change, though description of one may be underdeveloped.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to changes of work, addressing issues such as declining manufacturing and the impact of this on masculinity. There may be reference to growth of low skill, low pay work and casual labour. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	<p>10</p> <p>10</p> <p>20</p>	<p>AO 1</p> <p>AO 2</p>

Question	Answer	Marks	AO
7 (c) (cont.)	<p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of changes in work, relating these to ethnicity. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to changes of patterns of birth rates addressing issues such as female equality or the growth of birth rates addressing issues such as female equality or the growth of technology. There may be an understanding of the multi-factorial nature of change, so that no single change can take place in isolation. There may be reference to the changing nature of employment and skills. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

Option answers: Question 8 Power and Participation

8. (a) Describe what is meant by single-issue politics. [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 examples of single issue politics. Some may discuss a possible decline in the appeal of party politics. 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 examples of single issue politics e.g. Make Poverty History, Countryside Alliance, anti-Euro No.
- Possible reference to their ideologies and beliefs.
- Democracy.
- Decline of Party Politics.
- Voter Apathy.
- Pressure Group.
- Social networking.
- Power.
- Understanding of notions of social theory reference to studies, if appropriate and relevant.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
8 (a)	<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 single issue points perhaps without development or naming the party correctly. Knowledge will be general. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the political parties though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of one element. Specific mention of voting behaviour is an acceptable response. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>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 single-issue politics. 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 people may be less able to influence decision making than others. [10]

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

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Mention of ideology e.g. democracy.
- Elite Theory.
- Representativeness of politicians.
- Old Boy Network.
- Pressure Groups.
- Class, Gender and Ethnicity.
- Social Exclusion.
- Legitimation of collective decisions.
- References to theory, for example: functionalism and Marxism.

Question	Answer	Marks	AO
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 the importance of influence on decision-making. 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 democracy or representation, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth of Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to democracy or any other sociological concepts linking democracy and ideology. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of participation and power. These elements of the significance of ideology may be not equally detailed. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement of 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>	5 5	AO 1 AO 2

<p>8 (b) (cont.)</p>	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of Parliament and of the link to democracy. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through specific examples and understanding. There will be reference to questions of the nature of Parliament. Candidates may question the value of parties and the link to ideology. They may even point out that the link is not a full one, so that people will sometimes join in Parliament for social and emotional or traditional reasons. There will be juxtaposition, and a clear statement of the differences as required by the question.</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>		
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8. (c) Using sociological knowledge, discuss how people can influence democracy. [20]

Look for answers that may offer specific description of how social networking can affect democracy. 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.
- Democracy.
- E-mailing, Twitter, Facebook campaigns.
- Representations of interest groups.
- Methods used by interest groups to influence parties.
- Single issue politics.
- Reference to recent elections or local elections.
- Reference to studies and or theory if present.

Question	Answer	Marks	AO
8 (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 one or more issues affecting interest groups. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified reasons for differences in influence on democracy though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more reasons will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to class and gender issues. There may be reference to the growth of single issue politics. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of reasons for democracy relating these reasons to explicit and relevant examples. The information offered with display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to different social groups, so that some pressure groups have more access than other to political parties. There may be evaluative and analytical observations that explicitly point out that some groups are more significant than others. There may be reference to ideological beliefs about the functions of that system. Candidates may even question the significance of power and access albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	10 10 20	AO 1 AO 2

Option answers: Question 9 Crime and Deviance

9. (a) Describe the role of the courts. [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 functions of courts, and perhaps awareness of the social context of debates about justice. 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.
- Crime.
- Social Control.
- Power.
- The function of the courts.
- Functionalism.
- Marxism.
- Detection.
- Knowledge of the legal system and different codes.
- Norms, values, mores and legal codes.
- Reference to studies of crime and deviant activity, if appropriate and relevant.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
9 (a)	<p>Level 1 Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be mention of the courts as being run by higher class members of society. Any medium may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to different roles of the courts and perhaps reference to how they may be labelled differently, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study. Specific mention of any examples or forms of crime is an acceptable response but at this level, there may be juxtaposition with the second example. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2

Question	Answer	Marks	AO
9 (a)	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the term. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of different types of crime although this is not specified in the question and should not be used as a differentiator. Examples are sought. Specific mention of any roles of the courts is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research or with a clear understanding of social change or legal change. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

9. (b) Explain why street crime is often targeted by the police. [10]

Look for answers that may offer specific understanding of the notion of street crime and why this may be a focus. Answers should display depth of understanding and offer a clear explanation about why street crime is such a focus and offer examples. There will be explicit contemporary examples apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Examples of street crime.
- Patterns and trends-victimisation and conviction rates.
- Comparison with other types of crime.
- Police relations.
- Functionalism.
- Planning and organisation of policing.
- Ethnicity.
- Role of the media.
- Theory - Marxism.
- Applied examples that may have been studied in class.

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

Question	Answer	Marks	AO
9 (b) (cont.)	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of why street crime is targeted by the police. 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>		

9. (c) Using sociological knowledge, discuss the accuracy of crime statistics. [20]

Look for answers that may offer specific description of problems associated with official statistics on crime. There may be reference to trends and patterns of crime or any other relevant information. There will be reference to the need to be aware of different types of crime statistics and the importance to the police of targeting certain types of crime. Appropriate examples such as the recording and reporting processes, the role of police in gathering evidence. 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 sociology language, concepts and theory, if relevant.
- Reporting.
- Recording.
- Patterns and trends.
- Targeted policing.
- Policing styles.
- Marxist and social control accounts of the crime statistics.
- Functionalism accounts of empirical data.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
9 (c)	<p>Level 1 Limited (0 - 4 marks)</p>	10	AO 1
	<p>Unacceptable answers will offer responses that display limited 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>	10	AO 2
	<p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to one or more examples of crime data. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p>	20	
	<p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified ways in which the crime data is gathered though there may be uneven or undeveloped responses. Descriptive but detailed accounts of one or more theories or of examples to account for crime statistics will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to case studies or to crimes. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of official statistics of crimes linking these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to theories or examples, perhaps with evaluative and analytical observations. Candidates may even question the significance of official data collection, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples of specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

Options answers: Question 10 Global Citizenship

10. (a) Describe the role of humanitarian organisations in developing countries. [10]

Look for answers that may offer specific description of the meaning of the terms. Answers should give examples of the work of humanitarian organisations. Differing views of their work may be referred to. There may 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.
- Knowledge of the work of humanitarian organisations.
- Poverty.
- Inequality.
- Aid.
- Dependency.
- References to theory, for example, pluralism, interpretivism and Marxism.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
10 (a)	<p>Level 1 Limited (0 - 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of inequality as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to the role of humanitarian organisations in developing countries, 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 the role of humanitarian organisations in developing countries. This may be implicit. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of the significance and commercialisation of markets though these may be implicitly addressed. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily to be precise or contemporary.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	5	AO 1
		5	AO 2

Question	Answer	Marks	AO
10 (a) (cont.)	<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 role of humanitarian organisations in developing countries. 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>		

10. (b) Explain why sustainability is an important issue.

[10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific understanding of development and its operation as well as awareness of the effect this has had and may have on the environment. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory.
- Sustainability.
- Environment.
- Globalisation.
- Consumerism.
- Inequality.
- Poverty.
- Stages of development.
- Resources.
- Technology.
- Population.
- Applied examples that may have been studied in class.

Question	Answer	Marks	AO
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 social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific description of a case study. Any sustainability issue 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. 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>	5 5	AO1 AO2

Question	Answer	Marks	AO
10 (b) (cont.)	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the question. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of sustainability: this is not specified in the question and should not be used as a differentiator.</p> <p>Specific mention of any sporting activity is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of why sustainability is such an important issue e.g. resources, environment, poverty. 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>		

10. (c) Using sociological knowledge, discuss reasons for inequality between countries. [20]

Look for answers that may offer specific description of the nature and of reasons for inequality. There may be reference to the relationships between developed and developing countries. There may be reference to world trade, dependency and interdependency. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the health issues or global climate change may be used to illustrate understanding and should be present.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Different stages of development.
- Appropriate understanding of poverty.
- Globalisation.
- Climate change.
- Technology.
- Fair trade.
- Aid.
- Exploitation and sweatshop labour.
- Power and control.
- Rostow, Gunder Frank, Wallerstein, Sklair.

Question	Answer	Marks	AO
10 (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 one or more examples of poverty related to knowledge of a country or a cause of inequality. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified elements of the terms of the question. Descriptive but detailed accounts of one or more theories or examples to account for the differences will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (16 - 20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge and understanding of the terms of the question relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to gender, perhaps with evaluative and analytical observations that explicitly point out why these is extreme inequality. There may be reference to changes in society which have prompted changes in the commercial status of some countries. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	10 10 20	AO 1 AO 2



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