



GCSE MARKING SCHEME

SUMMER 2016

**SOCIOLOGY - UNIT 1
UNDERSTANDING SOCIAL PROCESSES
4511/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE SOCIOLOGY
SUMMER 2016 MARK SCHEME

General Guidance

- Credit should be given for what the candidate writes. There will not be penalties for errors or omissions.
- It should be possible for a very good candidate to achieve full marks and for a very poor one to achieve zero marks.
- The mark scheme indicates the characteristics and possible content of a question, but examiners must award marks for answers that are unexpected but worthy of credit.
- The final decision as to the validity of an answer lies with the Chief Examiner, and in the case of doubt, markers should take advice from the Chief Examiner.

Assessment Objectives – Breakdown of weightings with each modular paper

Objective		Weightings	Compulsory core question	Option choice Extended writing question	Total
AO 1	Recall, select and communicate knowledge of structures, processes and issues	30 – 40	25	15	40
AO 2	Apply knowledge and understanding in context both familiar and unfamiliar	30 - 40	25	15	40
AO 3	Select, interpret, analyse and evaluate information from different sources, including practical applications	20 - 30	10	10	20
Total for each section of paper			60	40	100

Note that AO 3 practical application is tested in the compulsory core and AO 3 analysis and evaluation is tested in the extended writing that forms part of the option choice

Quality of Written Communication

In assessing the quality of written communication for Sociology GCSE, markers should bear in mind that they should take into account the following criteria:

- Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- Selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- Organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

Compulsory Core

Question	Answer	Marks
1	One mark for each correct answer: Gender, observation, feral child, stereotype, Sociology, cultural relativity	6
2 (a)	Award one mark for any suggestion that is drawn directly from the item, such as carving a love spoon	1
2 (b)	Award one mark for any answer suggesting that this term refers to a way of life for a group of people. Both elements of the term are required for this mark.	1
2 (c)	Award one mark for any suggestion that is drawn directly from the item, for example, <i>men should look after or care for their wives</i> or <i>men should carve spoons for their girlfriends</i>	1
2 (d)	Unacceptable answers will not explain the term social behaviour or will use the term 'behaviour' to explain itself. One mark is awarded to very basic answers that touches on actions <i>It's when people do things</i> Two marks each will be awarded to more detailed explanatory answers that apply some understanding to the question or offer an example. <i>It's when people do things that (affect/relate) to other people such as talking to them</i>	2

3 (a)	Award one mark for any suggestion that is drawn directly from the passage, such as <i>taking drugs</i>	1
3 (b)	<p>Unacceptable answers will not explain <i>deviance</i> or will use the term to explain itself: <i>deviance is when people are deviant</i></p> <p>One mark is awarded to basic answers that suggest it is how people learn to behave as part of society for example, <i>Deviance is when people break rules</i></p> <p>Two marks will be awarded to full and detailed answers that use the item There should be some sense of process and of learning <i>Deviance is when people break social rules, for example, cheating at sport</i></p>	2
3 (c)	<p>Unacceptable answers will not explain morals or will use the term to define the term: <i>Morals are when people are moral</i></p> <p>One mark is awarded to basic answers that explain morals in some way without specific sociological detail. <i>Morals are your sense of right and wrong</i></p> <p>Two marks each will be awarded to full and detailed answers that apply sociological understanding to the question. Accept any reasonable example <i>Morals are your sense of right and wrong. This is when people disagree with sports players cheating and will not do it themselves because it is wrong.</i></p>	2
3 (d)	<p>Unacceptable answers will not define social control. They may be factually incorrect or offer no insight into social control.</p> <p>One mark each is awarded to a basic example of social control <i>It is the way that we are controlled by people around us</i></p> <p>For two marks there will be some development or explanation in general terms</p> <p>For three marks, there will be sociological understanding and explanation of the term and some sense of context or language (<i>sanctions, formal and informal control</i> but not necessarily defined)</p> <p>For four marks, the answer will be full and detailed with explanations and examples</p>	4
3 (e)	<p>The most appropriate method is a <i>questionnaire</i> as quantitative data is sought. This is one mark. Accept reasonable alternatives such as a <i>structured or unstructured interview</i></p> <p>For one further mark accept a common sense reason, such as it is easy or quick.</p> <p>For two marks, there should be sociological content, such as mention of terms such as <i>reliable, practical, quantifiable</i>. Evidence of understanding that the topic may influence the method chosen is to be rewarded.</p>	1+2

<p>3 (f)</p>	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. A problem should be clearly identified and contextualised</p> <p>One mark is awarded to basic answers that may offer a specific problem such as ethics, or which offer an account of that method without sociological content.</p> <p><i>One problem is that sports people may lie about it</i></p> <p>Two marks will be awarded to full answers which offer both a problem and/or specific understanding of the research process either in terms of technical language or context. There will be sociological content and terminology</p> <p><i>One problem is that people lie and the research lacks validity or Professional sportsmen will lie because they may be disqualified, thus the research is not truthful</i></p>	<p>2</p>
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4 (a)	<i>By cleaning and decorating their classrooms</i>	1
4 (b)	<i>The process of learning the expected rules of a culture or variations of this.</i>	1
4 (c)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. The term may be used to explain itself.</p> <p>One mark is awarded to basic answers.</p> <p><i>An agency of socialisation is a group / institution / organisation that socialises people</i></p> <p>Two marks will be awarded to full answers. There will be sociological content and terminology</p> <p><i>An agency of socialisation is a group that socialises people for example the family or There are various groups in society that affect how we learn norms and values and these include education</i></p>	2
4 (d)	<p>One mark is available for a simplistic comment linking social learning of gender to education</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 understanding explicit</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 role models, stereotypes, male and female roles, subject choice, teacher expectations</p>	5
4 (e)	<p>Unacceptable answers will show no understanding of the term ethics</p> <p>For one mark accept any ethical issues that might arise from this study</p> <p>For second mark, credit anything that shows some understanding of the ethical issue, either by naming the issue or by offering a sense of context.</p>	2

5 (a)	63%	1
5 (b)	The mass media are a form of communication that reach a wide range of people. One mark is available for a definition and one mark is available for one example of the mass media	2
5 (c)	For one mark accept the comment that young people <i>use a lot of media</i> or <i>can be affected by the media</i> For two marks, look for something that develops the point either with an example, reference to an example or use of sociological language. The linking of the two ideas is acceptable <i>The item shows that young people spend a lot of time on social networks and therefore may be influenced by media messages.</i>	2
5 (d)	Values are beliefs about how to behave, or are a powerful belief that most people agree on	1
5 (e)	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer that may be underdeveloped but shows some understanding that <i>media messages are powerful</i> or referring to <i>ideas that are constantly repeated</i> . Two marks will be awarded to responses that are detailed and full but do not have an example or sociological language, perhaps using the idea that there are messages that are repeated – perhaps extreme slenderness for women or something that has been part of a moral panic For three marks, there will be a detailed and full answer with <i>an example</i> which may be drawn from passage, perhaps referring to happiness, or from sociological understanding <i>Values are taught through the media because they put across powerful messages to everyone about things we should believe, for example, that women should be concerned with beauty.</i>	3
5 (f)	The most appropriate method is a <i>questionnaire</i> as quantitative data linking two variables is sought. This is one mark For one further mark accept a common sense or basic reason, such as <i>you can count what people do</i> , For two marks, there should be sociological content or an understanding of the context of the study. Look for accurate mention of terms such as <i>valid, depth, reliability, collecting data</i> . Alternatively understanding of the research problem should be sought: <i>you can collect information about marks and time on the computer and match them up</i> .	1 + 2
5 (g)	Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to basic answers either name or explain a method Two marks will be awarded to full answers which name and accurately explain a method	2

6 (a)	Accept anything that suggests <i>a part that is being played by person</i> , or a set of <i>expected behaviours</i>	1
6 (b)	One mark is available for a description of either the role of a doctor or the role of a patient. For two marks accept any suggestion that contrasts the behaviour of a patient with that of a doctor.	2
6 (c)	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. For one mark there will be a job or jobs mentioned that are traditionally female For two marks, there will be some sort of social context, such as a type of work such as caring, cleaning, check out and service work, cooking	2
6 (d)	One mark is available for a simplistic comment drawn from the item A second mark is available for an example that is not developed Three marks are available for an answer which shows understanding at a common sense level and which offers a simplistic account of process but is common sense in approach Four marks are available for answers which explain the process and address the issue with some sociological language and understanding explicit such as <i>role models, stereotypes, social learning, employer expectations, dress, rules, scripted responses, professionalism, canteen culture, peer group</i> etc.	4

Option answers: Question 2 Family

- (a) Describe ways in which the experience of childhood in the family has 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 a sociological context. There should be sociological language applied to specific examples. The focus of the answer should be on description of changes to childhood

Look for answers that may offer specific knowledge of changes to childhood. This could include mention of new family forms or of new technology. To gain marks that are above level 1 or level 2, there should be additional information provided that is not drawn from information given on the paper and possibly rephrased. Answers should be sociological rather than personal in tone.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding changes in the experience of childhood – accept but do not over-credit experiences in other areas of childhood such as in school
- Reference to 1950s childhood or later is acceptable. Pre-industrial or industrial childhood cannot be described as recent.
- Family change such as divorce, new family forms,
- Child centred families
- Consumerism and childhood
- The notion of toxic childhood may be used
- Child protection issues

7 (a)	<p>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>Level 2 Basic (3 -5 marks) Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be mention of two specific points but this will not be in detail and there will be errors of fact. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the terms of the question, though description may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there will be specific mention two points, though the answer may lack balance. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of sociology. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through contrasting and comparative descriptions. At this level, there will be a balanced response, perhaps with reference to theory or research if applicable. 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 women are having fewer children than in the past [10]

Look for answers that may offer a list of reasons for changes in the child-bearing patterns. 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 social change and perhaps mention wider society such as work but it should be related to the family and childbearing patterns. 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 and abortion through choice
- Education (and by implication – student loan and career establishment)
- Norms, values and mores
- Expectations
- Divorce and singlehood
- Boomerang families and student loans
- Unemployment
- Equal opportunities for women/ glass ceiling
- cost and finance
- applied examples that may have been studied in class

7 (b)	<p>Level 1 – Limited (0 – 2 marks)</p> <p>Limited answers will offer responses that display little evidence of sociological knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>There will be little or no evidence drawn from different sources. The quality of written communication will be basic</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to explanations. There may be evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</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 specific reasons though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the question. Not all points may be present or equally detailed.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of the question. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed throughout the question. There may be reference to theory</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (c) Using sociological knowledge, discuss the idea recent changes to the family are a problem for society. [20]

Look for answers that may offer specific discussion of reasons why some people argue that family change is a problem (New right, politicians), 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 arguments both supporting the idea that family change is problematic (single parenthood debates) and against the idea (feminism, changing to meet needs of a new culture). Problems for individuals within society accepted if applied to society or covered in sociological language. 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.
- Family ideology
- New Right and conservatism
- Feminism and backlash masculinism
- Feminism and functionalism
- Anthony Giddens and families of choice
- Post familial society
- Social problems believed to be caused by family change
- changing norms and values
- the increase of women in the workplace and status in society increased choice of family type
- changing role of men
- Variety of male role models
- Death of the family arguments
- Family diversity issues
- Single parent family and links to poverty and deviance
- legal changes
- applied examples that may have been studied in class

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>	5	AO 1
	<p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to social change, addressing issues such as female equality or changing norms and values. 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 the question, perhaps with reference to specific relevant sociological knowledge though descriptions may be underdeveloped.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to social issues and policy. There may be reference to current debates. 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 of understanding of sociology: concepts, society and social theory. 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 change and of family ideology. There may be an understanding of the multi-factorial nature of change, so that no-one change can take place in isolation. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 10	AO 2

Option answers: Question 8 Education

- (a) Describe different types of school organisation in modern Britain [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 schools. The question is very open, so any type of school that currently exists should be credited. Preferably, candidates will focus on recent schools forms such as academies and free schools. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Academies
- City Technology colleges
- Independent and public schools
- Specialist schools
- Faith schools
- Free schools
- Welsh language schools
- The tripartite system (if applied to a specific geographical area and/or described as a relic of an older system of education, it should not be the focus of an answer)
- Comprehensive schools
- reference to studies, if appropriate and relevant
- applied examples that may have been studied in class

8 (a)	<p>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of the terms 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) Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific description of a one element of the question. 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 factual knowledge though this may be dated or lack detail, 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 description to one relevant point There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of sociology. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed. At this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (b) Explain reasons why boys achieve lower examination grades than girls on average. [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. Do not accept biologically based explanations. The focus should be on sociological explanations alone.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Home factors
- School factors
- Crisis of masculinity
- Laddishness
- Feminisation of education
- Lack of available traditionally masculine work
- references 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. 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 points, though responses may be generalised and vague. There may be uncritical application of evidence.</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. 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. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement as required by the question.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
	<p>Level 4 Breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding with applied examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through specific examples and understanding. There will be explanations, and a clear statement of reasons as required by the question.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

- (c) Using sociological knowledge, discuss social class differences in educational achievement.

[20]

Look for detailed description of material poverty and home based factors but single reason answers should not be in the top mark band. Specific description of poverty issues will display significant understanding and should be related to school performance. There may be that may offer specific description of processes within schools such as labelling, hidden curriculum, self-fulfilling prophecy or teaching itself as applied to poorer children. Purely descriptive answers should not appear in the top mark band. Understanding of reasons for differences in attainment linked to poverty 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
- Knowledge of patterns and trends
- Reference to geographical issues in school quality
- Labelling theory/ teacher expectation
- Vulnerability to bullying (though not in a personal sense)
- Self-fulfilling prophecy
- Ability to purchase experiences that enhance education (school trips, computers)
- Differences between schools
- Nutrition and health issues
- Culture of poverty
- Lack of resources/material deprivation
- Cultural capital
- Home conditions
- Parental support
- Reference to studies and or theory if present.

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

Question 9 Mass Media

- (a) Describe the hypodermic syringe model of media influence on audiences. [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 hypodermic syringe model 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.
- some reference will be made to the process by which people are influenced by the media.
- audience passivity,
- a clear explanation of the model as being a drug/sedative
- different media forms
- reference to Marxist views,
- Bandura and violence studies
- Knowledge that the model is quite simplistic/outdated.
- reference to studies of the media, if appropriate and relevant
- applied examples that may have been studied in class

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

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

Credit:

- Accurate use of sociological language, concepts and theory, if relevant.
- Audience theory
- Ubiquity of media
- Stereotyping and role models/representation
- Uses and gratifications
- Targeted markets
- Leisure time
- Fandom
- Interest groups
- references to theory or research, for example: cultural effects, hypodermic syringe
- Propaganda, terms linked to socialistic procedures

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

- (c) Using sociological knowledge, discuss whether the media use gender stereotypes [20]

Look for answers that may offer specific discussion of the way that the media may be linked to the creation of stereotypes. There may be reference to any relevant theories. Appropriate examples of stereotypes and representation from the recent media may be used to illustrate understanding and should be present. Credit answers which focus on using the key terms of the question 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 understanding of representation 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
- Agenda setting
- Body image
- Male and female stereotyping
- Symbolic annihilation
- Norm referencing
- Gatekeeping
- Silly season/sensationalism
- Amplification
- Socialisation of children
- Violent computer games
- Some reference to changing stereotypes and representations of gender – e.g. metro sexual men, 'feisty' women
- applied examples that may have been studied in class

<p>9 (c)</p>	<p>Level 1 – Limited (0 – 4 marks)</p> <p>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of social structures, processes or issues. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</p> <p>Level 2 Basic (5 - 10 marks)</p> <p>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</p> <p>At the upper end of this mark band, there may be specific reference to a variety of representations, but not explained or developed. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified understanding of media influence and the social construction of the news though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or of examples will be in this mark band.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to case studies or to media reporting of the news. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	<p>5</p> <p>5</p> <p>10</p>	<p>AO 1 AO 2</p>
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of media theory and audience reaction linking these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to theories or examples, perhaps with evaluative and analytical observations that explicitly point out that some theories are more realistic than others. Candidates may even question the significance of media values and ideology, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

Option answers: Question 10 Sports and Leisure

- (a) Describe the process by which some sports fans become part of moral panics [10]

Look for answers that may offer specific description of the process of moral panic development. Answers may refer to either sports cheating and doping scandals or to football fan demonization, therefore should be sociological in tone. Answers should refer to the media and the different responses 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
- Folk devils
- Deviancy amplification
- Role of media
- Moral panics
- 'silly season stories'
- Possible reference to the Hillsborough and other sport related disasters
- Genuine fear and concern regarding possible problems
- Class differences
- Gender differences
- references to theory,
- applied examples that may have been studied in class

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 participation as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to a the terms of the question, 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 response to terms of 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 examples, but not detailed or well chosen. There may be reference to key studies these will not necessarily be precise or contemporary.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 breadth and Depth (9 - 10 marks)</p> <p>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions relating to the question. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding will be displayed through reference to points, linked to an understanding of social implications of the question. Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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(b) Explain why people join sports clubs and organisations

[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 social identity and social behaviour 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
- Peer group pressure
- Class expectations and sport
- Activities available
- Education
- Tradition
- Nationality
- Identity
- Biological reasons (with care)
- Marketing
- 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) Limited answers will offer responses that display little evidence of knowledge or understanding of social structures, processes or issues. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic</p> <p>Level 2 Basic (3 -5 marks) Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific description of a case study. Any sport may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks) Six marks are available for answers that offer a clear reference to both the terms of the questions though explanation 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. There may be unevenness so that either one reason is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the question. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies though 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. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (c) Using sociological knowledge, discuss the influence of commercialisation on sport [20]

Look for answers that may offer specific description of the representation of sports and sports personalities, money, investment and commercialisation. There should be reference to a range of factors and some reasons offered to explain how and why sport has become commercialised. 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 as well as investment. Specific reference to sponsorship and investment in personality s well as in clubs is required. There may be reference to the media potential 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
- Globalisation
- Advertising
- Sponsorships
- Gambling
- Inflated salaries for some sports people
- Sky sports
- Lottery funding
- Commercialisation
- Ownership and investment
- Increase in leisure time
- Disposable income
- Media technology
- Cost of sporting activities
- Competitiveness between participants
- Ethics

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 sporting commercialisation. 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 such as amateurism or commercialisation. 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. Reasons may be offered to account the points under discussion though these may lack sophistication. 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 of understanding of the terms of the question relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to the development of commercialisation with evaluative and analytical observations. There may be reference to changes in the society which have prompted these changes. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5 10	AO 1 AO 2
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