

CONFIDENTIAL



GCSE MARKING SCHEME

SUMMER 2016

SOCIOLOGY - UNIT 2
4512/01

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.

Sociology - Unit 2

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: Sexism, Status, Covert, Power, Longitudinal, Labelling	6
2 (a)	To reduce child poverty .	1
2 (b)	One third	1
2 (c)	<p>Unacceptable answers will not explain why government ministers find it difficult to agree on how to measure poverty.</p> <p>One mark is awarded to basic answers that may address the issue of the difficulty in measuring poverty</p> <p>Two marks each will be awarded to answers that suggest different ways of measuring poverty Accept answers that show evidence of selection and interpretation of the stimulus material.</p> <p>For three marks there may be reference to one or other definitions of poverty e.g. absolute or relative poverty. Accept answers that show evidence of selection and interpretation of the stimulus material.</p> <p>For four marks, there will be development with appropriate examples and an appreciation that the term poverty is a contentious one. Sociological terminology will be used with accuracy. Accept answers that show evidence of selection and interpretation of the stimulus material.</p>	4
2 (d)	<p>One mark is available for one way identified –giving money/help to the poor.</p> <p>Two marks for second way. Eg. reviewing benefits system or creating more jobs</p>	2
2 (e)	<p>One mark for basic reason – eg.no jobs.</p> <p>Two marks for further development, or insight. E.g. They may choose a lifestyle like this or have learned to adapt to it.</p> <p>Three marks for a well-developed response using appropriate terminology. E.g. culture of poverty, New Right, culture of dependency, socialisation.</p>	3

3 (a)	From some of the world's poorest countries or other countries.	1
3 (b)	£6.05	1
3 (c)	<p>Unacceptable answers will offer responses that do not explain what exploitation is.</p> <p>One mark is awarded to basic answers. E.g. People are not paid fairly. Or give an example on its own. Eg.women do all the house work.</p> <p>Two marks will be awarded to fuller answers e.g. made to work in poor conditions not paid enough to live on., taking advantage of.</p> <p>Three marks are awarded to answers that explain with clarity, possibly with terminology – inequality, double burden and use an example. E.g. sweat shops.</p>	3
3 (d) (i)	Questionnaires, Interviews, Observation, Survey	1
3 (d) (ii)	<p>Problem 1 – One mark for basic problem – finding people to ask, people telling lies, time, cost. Terminology accurate but not explained.</p> <p>Two marks for development .e.g. They may lie because they are worried their employers will find out.</p> <p>Three marks for appropriate terminology explained and linked accurately to the problem.</p> <p>Problem 2 – further 3 marks as above.</p>	6

4 (a)	Boys only, fee paying, independent, private – up to two marks.	2
4 (b)	<p>One mark for a simple reason - better education, smaller class sizes</p> <p>Two marks for development/additional reasons E.g. They know people in the Old Boys Network who have influence. Or class sizes are smaller so they get better grades and can get better jobs, higher pay etc.</p> <p>Three marks for full development and should include accurate use of terminology or own knowledge.</p>	3
4 (c)	<p>One mark for example alone or basic explanation. E.g. A group at the top of society, the upper class,</p> <p>Two marks for example and basic explanation. Or two aspects of an elite. E.g. A small powerful group.</p> <p>Three marks for developed explanation/use of terminology and example.</p>	3
4 (d)	One mark for each reason.eg. Poverty, crime, inequality, racism, sexism.	2

5 (a)	£200,000	1
5 (b)	One mark for raising self-esteem, teaching them skills, or keeping them out of trouble or crime.	1
5 (c)	<p>Problem 1 – One mark for basic problem – promotes racist, sexist or ageist ideas.</p> <p>Two marks for development .E.g. People are upset and may feel labelled as a result of stereotypes. Or people are offended and it causes social conflict. Or people are not given opportunities they may have been successful at which is discrimination.</p> <p>Problem 2 – further 2 marks as above.</p>	4
5 (d) (i)	Random, systematic, snowballing, quota or other acceptable method.	1
5 (d) (ii)	<p>One mark for basic reason. E.g. They could gain a random sample from a school.</p> <p>Two marks for development – They could gain a snowballing sample as they could then talk to young people who actually go to youth clubs. Should show implicit or explicit understanding of how the method actually works.</p>	2
5 (d) (iii)	One mark for any acceptable open question. E.g. How do you feel about youth clubs being shut down?	1

6 (a)	<p>One mark available for basic interpretation of the bar Eg. The elderly use the the the internet less.</p> <p>A further two marks are available for further detail noted erpretation. Eg people Younger people use the et (ages 16-34) almost all within the last 3 months.</p> <p>Further interpretation could be that the elderly may feel lly excluded because of this.</p>	3
6 (b)	<p>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</p> <p>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. There may be a simple explanation. Being left out.</p> <p>Two marks for basic and example or more developed explanation.eg. Not being able to take part in society.</p> <p>For three marks accept answers that use terminology or have more detail, possibly with an example .Note rubric about using the elderly.</p> <p>For four marks accept answers that use terminology well and are in depth, with examples. Examples of terminology would be marginalisation, isolation.</p>	4
6 (c)	<p>One mark will be awarded to responses that explain how age can affect status. E.g. Old people are not seen as important in the UK. Or young people have a low status in the UK.</p> <p>A further mark is available for development /example. E.g. Comparison to other cultures, Retiring from an important job may cause a loss of status.</p> <p>Two further marks are available for a second way. Young/old people may not earn as much money. Money affects what clothes you wear/car you drive/where you live/ what you can buy which may affect status.</p>	4

Option answers: Question 7 Work

- (a) Describe what is meant by discrimination at work. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge of work and the types of discrimination that can happen at work.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Reference to clear understanding of discrimination. Evidence of examples of activities that are defined as discrimination.
- Evidence of examples of activities that are defined as discrimination.
- Relevant concepts used with accuracy – include racism, sexism and ageism.
- Ethnic pay gap
- Gender pay gap
- Race Relations Act, Equality Act 2010.
- Gendered work
- Minimum Wage
- Glass Ceiling
- Disability

7 (a)	<p>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of 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) 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 discrimination. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks) Six marks are available for answers that offer a clear reference to different types of discrimination, 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 discrimination at work. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge or understanding of discrimination. 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 description with reference to a 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 why the national minimum wage was introduced.

[10]

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

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Exploitation
- Age
- Changing norms
- Human rights
- Migrant workers
- Sweatshop economies
- Ethnicity
- Gender
- Zero hours contracts
- Piece work
- Trade Unions
- Marxism
- references to theory, for example:
- 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 knowledge or understanding. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. The quality of written communication will be basic.</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. At the upper end of this mark band, there may be specific reference to one or two reasons for the introduction of the minimum wage, though responses may focus on instrumental reasons. It may show evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to specific reasons, though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to examples and concepts or theory. Not all of these elements of the significance of work may be present or equally detailed. 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, concepts, theory or inequalities and power. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding will be displayed through an understanding that some reasons for the introduction of the minimum wage are more significant than others or for knowledge from modern British society. Candidates may question the significance or importance of work. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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- (c) Using sociological knowledge, discuss whether the experience of work has improved in modern Britain. [20]

Look for answers that may offer specific description of changes such as changes in working patterns, technology, economic, social and legal changes. There may be reference to exploitation, globalisation, List-like and overly descriptive answers should not appear in the top two mark bands as the question requires some discussion of whether changes have been positive.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Globalisation
- Home working, video conferences.
- Surveillance
- Technology
- Alienation
- Automation
- Deskillling
- Exploitation
- Gender changes
- Legal Changes
- applied examples that may have been studied in class

<p>7 (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 changes of patterns of work, addressing issues such as female equality. There may be reference to the growth of casual work or the changing nature of technology. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified changes in work and reasons for change, though description of one may be underdeveloped.</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to changes of work, addressing issues such as declining manufacturing and the impact of this on masculinity. There may be reference to the 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>5</p> <p>5</p> <p>10</p>	<p>AO 1</p> <p>AO 2</p>
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of changes in work relating these to those factors in society that have been precipitators of the changes described. 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 work. There may be reference to the changing nature of employment and skills. There needs to be a debate about whether changes have been positive or not with a conclusion. 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

- (a) Describe what is meant by the European Union [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 what the European Union is about. Some may discuss whether the EU is a good thing or not. Credit given for knowledge that is contemporary and relevant. There should be some sense of context apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Knowledge of nature of the EU.
- Reference to Economic, social and political aspects of the EU.
- Democracy
- History of EU, referendum.
- Voter Apathy
- Globalisation – other international organisations- UN, NATO.
- Migration within the EU
- Power and decision making
- Different views on the EU- knowledge of political parties' stance – main parties +UKIP.
- Understanding of notions of social theory 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. 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 the nature of the EU, perhaps with a one sided or unbalanced view of their activities. 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 EU 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 description of one element. 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 understanding of the EU. There may be a discussion of the different views on the EU or speculation about Britain’s future. 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 why many young people are not interested in politics.

[10]

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

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Mention of ideology e.g. democracy
- Age and voting
- Representativeness of politicians
- Expenses scandal/Disaffection with politicians
- Single issue politics
- New social movements
- Pressure Groups
- Class, Gender and Ethnicity
- Party Politics
- Social networks
- Technology
- Jeremy Corbyn and the 'new politics'.
- references to theory, for example: functionalism and Marxism

<p>8 (b)</p>	<p>Level 1 – Limited (0 – 2 marks)</p> <p>Limited answers will offer responses that display little evidence of knowledge or understanding of voting patterns. 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 young people’s voting behaviour, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to youth participation or any other sociological concepts linking youth and voting. 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. There may be consideration of other ways in which young people participate without voting. 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>5</p> <p>5</p>	<p>AO 1</p> <p>AO 2</p>
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	<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 youth and of the link to participation. 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 youth participation. 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 young people will sometimes join in political activities 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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- (c) Using sociological knowledge, discuss whether the Parliament in London has too much power. [20]

Look for answers that may offer specific description of how power and decision making are spread in the UK. 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
- Representation of interest groups
- Regionalisation
- Devolution/Scotland
- EU
- Lobbying
- Methods used by interest groups to influence parties
- Single issue politics
- Marxism
- Reference to recent elections or local elections
- 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 issues about the spread of power in the UK. 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 views on the share of power in the UK and the way decisions are made. 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 region, nation, 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>5</p> <p>5</p> <p>10</p>	<p>AO 1</p> <p>AO 2</p>
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of reasons for different views on power in the UK with reasons 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 arguments, perhaps with evaluative and analytical observations that explicitly point out conclusions. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>		

Option answers: Question 9 Crime and Deviance

(a) Describe what is meant by the term moral panic.

[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 process of moral panics, and perhaps awareness of the social context of policing or policing debates. 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
- Moral Panics
- Folk Devils
- Labelling
- Deviancy Amplification
- Stanley Cohen
- Sarah Thornton
- Functionalism
- Marxism
- Role of the media and agents of social control.
- Norms, values, mores and legal codes
- reference to studies of crimes and deviant activity, if appropriate and relevant
- applied examples that may have been studied in class

9 (a)	<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 mention of the process of a moral panic. Any medium many offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks) Six marks are available for answers that offer a clear reference to different moral panics or acts of deviance and perhaps reference to how they may be treated 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 moral panic is an acceptable response but at this level, there may be juxtaposition with the second example. There may be unevenness. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the terms. 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 crime and deviance although this is not specified in the question and should not be used as a differentiator. Examples are sought. Specific mention of any moral panic 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 the process of a moral panic. 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 why sanctions may be used when a person is caught breaking the law. [10]

Look for answers that may offer specific understanding of sanctions and their role in society. Answers should display depth of understanding and offer a clear explanation about status. There will be explicit contemporary examples apparent.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Examples of sanctions
- Social control
- Social order
- Functionalism
- Norms and Values
- Laws, rules and mores
- Agents of social control
- Formal and informal social control
- Role of the media
- Marxism
- applied examples that may have been studied in class

<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 recent news. This may be interpreted.</p> <p>The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (6 - 8 marks)</p> <p>Six marks are available for answers that offer a clear reference to the terms of the question though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding</p> <p>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to the terms of the question. There may be examples, but not detailed or well chosen. There may be reference to key studies these will not necessarily be precise or contemporary.</p> <p>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	<p>5</p> <p>5</p>	<p>AO 1</p> <p>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 sanctions. 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 ways in which the level of crime in the UK could be reduced. [20]

Look for answers that may offer specific description of the problems associated with poverty and crime. There may be reference to trends and patterns of crime or any other relevant context. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of how money spent on helping the poor may reduce the level of crime.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Policing styles
- Strategies to target crime
- Deprivation –cultural and material
- Educational failure
- Culture of poverty
- Family welfare/support for lone parents
- Relevant theories / concepts of causes of criminal behaviour.
- Patterns and trends
- Marxism
- New Right
- Culture of dependence
- Functionalism accounts of empirical data
- 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 one or more ideas about how to reduce crime. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</p> <p>Level 3 Breadth or Depth (11 - 15 marks)</p> <p>Eleven marks are available for answers that offer a clear reference to specific and clearly identified ways in which society could reduce crime though there may be uneven or underdeveloped 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 theories. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p>	<p>5</p> <p>5</p> <p>10</p>	<p>AO 1</p> <p>AO 2</p>
	<p>Level 4 Breadth and Depth (16 -20 marks)</p> <p>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of links between the causes and reduction of crime 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. 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 Global Citizenship

- (a) Describe the way that conditions of work may be different in developing countries. [10]

Look for answers that may offer specific description of the meaning of the term. Answers should give examples of differing working conditions across the world. Differing views of their work may be referred to There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Knowledge of the work of humanitarian organisations.
- Appropriate understanding of poverty
- Globalisation
- Technology
- Sweat shop economies
- Child labour
- Trade unions/workers representation
- Multi-national companies
- Fair trade
- Exploitation and sweatshop labour
- Power and control
- Inequality
- Dependency
- references to theory, for example: interpretivism and Marxism
- 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 different working conditions. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic</p> <p>Level 2 Basic (3 - 5 marks)</p> <p>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.</p> <p>At the upper end of this mark band, there may be specific reference to a case study of working conditions in a developing country, 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 different working conditions between developing and developed 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. 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 increase in global inequality with reference to working conditions. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding will be displayed through reference to the nature of inequality, linked to an understanding of the social implications of the expansion of cheap production processes in developing countries and markets in developed countries.</p> <p>Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.</p> <p>The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	5 5	AO 1 AO 2
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(b) Explain why child poverty is a source of concern.

[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 child poverty and its operation as well as awareness of the links this has to rich countries. 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.
- Appropriate understanding of poverty
- Globalisation
- Technology
- Sweat shop economies
- Child Labour
- Exploitation
- Multi-national companies
- Fair trade
- Exploitation and sweatshop labour
- Power and control
- Inequality
- Dependency
- Gender
- references to theory, for example: interpretivism and Marxism
- 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 study of poverty 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 the terms of the questions 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. There may be unevenness so that either one reason is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</p> <p>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the question. The information offered will display accuracy and sociological language will be used.</p> <p>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of poverty this is not specified in the question and should not be used as a differentiator. 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 some of the issues that may be created by the global increase in demand for consumer good. [20]

Look for answers that may offer specific description of the nature and of problems caused by consumer demand. There should be reference to the relationships between developed and developing countries. There may be reference to world trade, environment, dependency and interdependency. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact on 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
- Consumerism
- Globalisation
- Inequality
- Wealth
- Imports and exports
- Americanisation
- Cultural change
- Climate change
- Technology
- Fair trade
- Aid
- Exploitation and sweatshop labour
- Power and control
- Marxism, Rostow, Gunder Frank, Wallerstein, Sklair.

<p>10 (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 examples of problems related to consumer demand. 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 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 effect of consumerism on the world. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</p>	<p>5</p> <p>5</p> <p>10</p>	<p>AO 1</p> <p>AO 2</p>
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