
A-LEVEL SOCIOLOGY

SCLY 4
Mark scheme

2191
June 2014

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

QUALITY OF WRITTEN COMMUNICATION

Where students are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Students must be required to:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The assessment criteria for quality of written communication apply to the assessment of the questions indicated below. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of students' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

Questions

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In the 1–7 band, students' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 8–15 band, students' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 16–21 band, students' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Meaning will be clear throughout.

Questions

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In the 1–5 band, students' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious

deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 6–11 band, students' answers are likely to be characterised by the fair to good logical expression of ideas, and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar but these will not seriously impair the intelligibility of the answer.

In the 12–15 band, students' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Meaning will be clear throughout.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research referred to in the highest mark band of the 15-, 21- and 33-mark questions may be present in any of the mark bands, not solely the highest band.

Section A: Crime and Deviance with Theory and Methods

Total for this section: 90 marks

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Using material from Item A and elsewhere, assess sociological explanations for the types and patterns of green crime. (21 marks)

0 No relevant points.

1–7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, there may be one or two inconsequential quasi-sociological points about environmental damage, with little understanding of relevant issues, or some material ineffectively recycled from the Item.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, eg an example of green crime. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8–15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of types of green crime, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will deal explicitly with types and/or patterns of green crime, eg increases in air pollution linked to industrialisation. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for example of green criminology.

16–21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on types and patterns of green crime, drawn from the Item and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: green crime; global risk society; globalisation; traditional versus green criminology; environmentalism; harm; global warming; desertification; decline of ecosystems; air pollution; water pollution; primary green crime; secondary green crime; corporate crime; Western growth and consumption. Evaluation

may be developed, for example by locating the discussion within a debate between perspectives, or considering methodological issues.

Lower in the band, application and interpretation may be less selective or evaluation may be less developed and more list-like.

Higher in the band, application and interpretation may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Beck; Box; Bridgland; Rosoff et al; South; Walters; White.

0 2

Using material from **Item B** and elsewhere, assess sociological explanations of the relationship between social class and crime. (21 marks)

0 No relevant points.

1–7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent and answers will show only limited knowledge and understanding.

Lower in the band, there may be one or two inconsequential quasi-sociological points about social class, with little understanding of relevant issues, or some material ineffectually recycled from the Item.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study eg on social class and crime. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8–15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of one or more studies of social class, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will deal explicitly with two or more explanations of the relationship between social class and crime. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of white collar crime.

16–21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of two or more sociological explanations of the relationship between social class and crime, drawn from the Item and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: marginalisation; relative deprivation; social exclusion; subcultures; poverty; structural versus action approaches; rates as social facts; official statistics as social constructs; sources of data; white-collar and corporate crime; typifications; differential association; selective enforcement; strain theory; anomie; labelling; informal social control. Evaluation may be developed, for example by locating the discussion within a debate between perspectives, or considering relevant methodological issues.

Lower in the band, application and interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, application and interpretation may be more focused and evaluation may be more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Becker; Chambliss; Cicourel; Cloward & Ohlin; Cohen; Lea & Young; Marx; Merton; Miller; Murray; Pearce; Sutherland.
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0 3

Using material from **Item C** and elsewhere, assess the strengths and limitations of using unstructured interviews as a means of investigating the public's perceptions of crime and fear of crime.

(15 marks)

0 No relevant points.

1–5 Answers in this band will show very limited or no interpretation, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from the Item, or some knowledge relating solely to the issue of investigating the public's perceptions of crime and fear of crime, with very little or no reference to unstructured interviews.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example in the form of two or three insubstantial points about unstructured interviews. Analysis and evaluation will be very limited or non-existent.

6–11 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though possibly list-like) account of some of the strengths and/or limitations of unstructured interviews. However, application to the study of crime and deviance or to the issue of investigating the public's perceptions of crime and fear of crime will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of unstructured interviews and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way. For example:

- specific but undeveloped application to investigating the public's perceptions of crime and fear of crime, or
- a focus on the research characteristics of victims of crime or those with fear of crime, with implicit links to some features of unstructured interviews, or
- applying unstructured interviews to the study of crime and deviance in general, not to the specifics of investigating the public's perceptions of crime and fear of crime.

There will be some limited explicit analysis and/or evaluation.

12–15 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of unstructured interviews. This will be accurately and sensitively interpreted and applied to the demands of the question.

Lower in the band, answers may consider a more limited range of material or may lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application will be more fully focused and evaluation more thorough.

Students will apply a range of relevant strengths and limitations of using unstructured interviews to the particular research issue of investigating the public's perceptions of crime and fear of crime. These may include some of the following, and/or other concerns, though answers do not need to include all of these, even for full marks:

- the research characteristics of potential research subjects: fear of taking part in research; lack of awareness of being victims; those who fear crime may be more susceptible to distorted media images of crime; age of respondents; gender of respondents; overcoming respondents' reluctance to talk
- the research context and settings: lack of access to potential research subjects; dealing with traumatised interviewees; safe setting to carry out interviews
- the political, legal and ethical sensitivity of researching a sensitive issue: experience of crime; those who fear crime may give biased responses; media representations may lead to stereotypical views and responses; ethics of 'guilty knowledge' acquired in interviews; confidentiality.

Strengths and limitations of the method: validity, reliability, representativeness, generalisation, theoretical perspective, grounded theory, interviews as interaction situations, interpretation of meaning, cost, time, scale, response rate, flexibility, ethics of researching sensitive subjects, privacy, informed consent, post-research effects on interviewees.

Note: In any mark band, students who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0 4	Assess the contribution of feminist perspectives to our understanding of society. (33 marks)
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AO1: Knowledge and Understanding

(15 marks)

0 No relevant knowledge or understanding.

1–5 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, there will be one or two basic quasi-sociological points, with major errors and showing minimal understanding of the question or the material presented.

Answers might include:

- some isolated, potentially relevant points about gender, or
- some flawed material on theories of society.

Higher in the band, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

Answers might include:

- a brief list of points related to sociological perspectives, or
- some disjointed but basically accurate material from feminist theory.

6–11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question.

Answers might include:

- outlines of one or two studies focused more on a substantive topic area than the question set, or
- a more extensive list of points related to feminism, for example on patriarchy and gender inequality, or
- more coherent and accurate material on feminist views, possibly in a simple juxtaposition with another perspective, but lacking focus on understanding of society.

Higher in the band, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, answers may still contain some unfocused material.

Answers might include:

- fuller and more accurate descriptions of factors related to feminism, possibly still focused on a substantive topic, or
- more detailed descriptions of studies focused on the question set, or

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- coherent and broadly accurate material from two or more perspectives with more development on how feminism has contributed to our understanding of society.

12–15 Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues. These may include: patriarchy, capitalism, dual systems theory, reserve army of labour; equal opportunities legislation; gender socialisation; feminist research methodology, value freedom versus commitment, the critique of malestream sociology; Marxist; liberal; radical feminism; difference, etc.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on feminist theories and research, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

Answers might include:

- increasingly full, accurate and wide descriptions of factors related to feminism and with a clear theoretical structure, or
- coherent and accurate material from a range of feminist perspectives and with relevant concepts clearly explored and understood, or
- detailed and/or referenced accounts of studies on the question set with concepts and/or ideological issues clearly explored and understood.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

Answers might include:

- greater awareness of the complexity of ideological issues
- greater understanding of the similarities and differences between branches of feminism such as radical versus liberal feminism
- greater awareness and understanding of a wider range of substantive areas in which feminism has made significant contributions to our understanding of society.

<p>Sources may include: Ansley; Barrett; Beechey; Brownmiller; Delphy; Firestone; Greer; Hartmann; Oakley; Somerville; Walby.</p>

Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry and the core themes (socialisation culture and identity, and social differentiation, power and stratification).

Note: refer to General Mark Scheme for AO2 marks.

Section B: Stratification and Differentiation with Theory and Methods

Total for this section: 90 marks

0 5	<p>Using material from Item D and elsewhere, assess the usefulness of functionalist approaches to our understanding of stratification.</p> <p style="text-align: right;"><i>(21 marks)</i></p>
0	No relevant points.
1–7	<p>In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.</p> <p>Lower in the band, there may be one or two inconsequential quasi-sociological points about stratification, with little understanding of relevant issues, or some material ineffectually recycled from the Item.</p> <p>Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, eg of some aspect of Davis and Moore. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.</p>
8–15	<p>In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.</p> <p>Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of one or two theories of stratification, though application and interpretation to meet the demands of the question may remain implicit.</p> <p>Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will deal explicitly with the functionalist view of stratification. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for instance from a Marxist perspective.</p>
16–21	<p>In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the usefulness of functionalist theory of stratification, drawn from the Item and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.</p> <p>Concepts and issues such as the following may appear: meritocracy; ascribed and achieved status; open and closed stratification systems; social closure; consensus assumptions; conservatism/ideological legitimisation; whether stratification is inevitable, beneficial, both or neither;</p>

problems of measuring functional importance/skill/talent; mobility rates; the dysfunctions of inequality, neo-functionalism, etc. Evaluation may be developed, eg by locating the discussion within a debate between different perspectives (Marxist, feminist, etc).

Lower in the band, application and interpretation may be less selective or evaluation may be less developed and more list-like.

Higher in the band, application and interpretation may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material, leading to a distinct conclusion.

Sources may include: Aron; Davis and Moore; Goldthorpe; Halsey; Kerr; Marx; Parsons; Rosenfeld; Saunders; Tumin; Weber; Westergaard; Young.

0 6

Using material from **Item E** and elsewhere, assess the relative importance of class, status and power in understanding social stratification. (21 marks)

AO1: Knowledge and Understanding

0 No relevant points.

1–7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, there may be one or two inconsequential quasi-sociological points about class, with little understanding of relevant issues, or some material ineffectually recycled from the Item.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, for example of status differences. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8–15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of class and/or status, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will deal explicitly class, status and power. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for example of Weberian or Marxist theory.

16–21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of the relative importance of class, status and power in understanding social stratification drawn from the Item and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: economic determinism/reductionism; base and superstructure model of power; status and power as independent variables; sources of political power; status divisions and false consciousness; relationships between class and ethnic status, eg underclass theory; slavery; the caste system; interdependence of class and gender; Marxist feminism, dual system theory; economic and cultural capital; consumption versus production as sources of status. Evaluation may be developed, eg by locating the discussion within a debate between perspectives (Weberian, Marxist, feminist, etc).

Lower in the band, application and interpretation may be less selective or evaluation may be less developed and more list-like.

Higher in the band, application and interpretation may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Bourdieu, Dahrendorf, Delphy, Dumont, Glasgow, Hartman, Marx, Pollert, Rex, Runciman, Weber, etc.
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0 7

Using material from **Item F** and elsewhere, assess the strengths and limitations of using field experiments as a means of investigating the effects of racial discrimination on the life chances of minority ethnic groups.

(15 marks)

0 No relevant points.

1–5 Answers in this band will show very limited or no interpretation, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from the Item or some knowledge relating solely to the issue of investigating the effects of racial discrimination on the life chances of minority ethnic groups, with very little or no reference to field experiments.

Higher in the band, answers will show limited, undeveloped sociological knowledge, eg in the form of two or three insubstantial points about field experiments. Analysis and evaluation will be very limited or non-existent.

6–11 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though possibly list-like) account of some of the strengths and/or limitations of field experiments. However, application to the study of stratification and differentiation or to the issue of investigating the effects of racial discrimination on the life chances of minority ethnic groups will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of field experiments and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way. For example:

- specific but undeveloped application to investigating the effects of racial discrimination on the life chances of minority ethnic groups, or
- a focus on the research characteristics of minority ethnic groups with implicit links to some features of field experiments, or
- applying field experiments to the study of stratification and differentiation in general, not the specifics of investigating the effects of racial discrimination on the life chances of minority ethnic groups.

There will be some limited explicit analysis and/or evaluation.

12–15 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of field experiments. This will be accurately and sensitively interpreted and applied to the demands of the question.

Lower in the band, answers may consider a more limited range of material or may lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application will be more fully focused and evaluation more thorough.

Students will apply a range of relevant strengths and limitations of using field experiments to the particular research issue of investigating the effects of racial discrimination on the life chances of minority ethnic groups. These may include some of the following, and/or other relevant concerns, though answers do not need to include all of these, even for full marks.

- the research characteristics of potential research subjects: personnel officers/managers, etc; difficulties of measuring less visible differences such as religious understanding; dealing with traumatised interviewees
- the research context and settings: maintaining one's cover story; difficulties in creating suitable research opportunities, eg in gaining interviews for the same position for both actors/applicants, or length of appointment with doctor; difficulty of controlling variables
- the political and ethical sensitivity of researching the effects of racial discrimination on the life chances of minority ethnic groups: difficulties in measuring institutional/indirect discrimination as against individual/direct discrimination, lying to prospective employers about the applicant's qualifications; sensitivity of topics.

Strengths and limitations of the method: differences in skills/motivations of the participants; hypothesis formulation and testing; confounding variables; sample size/representativeness; deceit/informed consent; cost and time; validity; reliability; generalisation; theoretical perspective; quantitative data; availability of data; comparability; correlations; political nature of data; objectivity; bias; access; operationalisation, etc.

Note: In any mark band, students who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0 8

Assess the contribution of feminist perspectives to our understanding of society.
(33 marks)

AO1: Knowledge and Understanding**(15 marks)**

0 No relevant knowledge or understanding.

1–5 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, there will be one or two basic quasi-sociological points, with major errors and showing minimal understanding of the question or the material presented.

Answers might include:

- some isolated, potentially relevant points about gender, or
- some flawed material on theories of society.

Higher in the band, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

Answers might include:

- a brief list of points related to sociological perspectives, or
- some disjointed but basically accurate material from feminist theory.

6–11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question.

Answers might include:

- outlines of one or two studies focused more on a substantive topic area than the question set, or
- a more extensive list of points related to feminism, for example on patriarchy and gender inequality, or
- more coherent and accurate material on feminist views, possibly in a simple juxtaposition with another perspective, but lacking focus on understanding of society.

Higher in the band, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, answers may still contain some unfocused material.

Answers might include:

- fuller and more accurate descriptions of factors related to feminism,

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- possibly still focused on a substantive topic, or
 - more detailed descriptions of studies focused on the question set, or
 - coherent and broadly accurate material from two or more perspectives with more development on how feminism has contributed to our understanding of society.

12–15 Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues. These may include: patriarchy, capitalism, dual systems theory, reserve army of labour; equal opportunities legislation; gender socialisation; feminist research methodology, value freedom versus commitment, the critique of malestream sociology; Marxist; liberal; radical feminism; difference, etc.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material on feminist theories and research, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

Answers might include:

- increasingly full, accurate and wide descriptions of factors related to feminism and with a clear theoretical structure, or
- coherent and accurate material from a range of feminist perspectives and with relevant concepts clearly explored and understood, or
- detailed and/or referenced accounts of studies on the question set with concepts and/or ideological issues clearly explored and understood.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

Answers might include:

- greater awareness of the complexity of ideological issues
- greater understanding of the similarities and differences between branches of feminism such as radical versus liberal feminism
- greater awareness and understanding of a wider range of substantive areas in which feminism has made significant contributions to our understanding of society.

Sources may include: Ansley; Barrett; Beechey; Brownmiller; Delphy; Firestone; Greer; Hartmann; Oakley; Somerville; Walby.
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Note: Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry and the core themes (socialisation culture and identity, and social differentiation, power and stratification).

Note: refer to General Mark Scheme for AO2 marks.

General Mark Scheme for Questions 04 and 08**AO1: Knowledge and Understanding (15 marks)**

0 No knowledge or understanding relevant to the set question.

1–5 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, the answer will be quasi-commonsensical rather than based on sociological knowledge. There will be little evidence that the student has understood either the question or any sociological material offered in response to it.

Higher in the band, answers will make a few brief, isolated, superficial sociological points on the topic area, possibly with errors. Students' understanding of both the set question and the material presented in response to it will be marginally more explicit and more sociological; however, answers may still contain serious misunderstandings.

6–11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show a descriptive knowledge of a somewhat limited range of material, or will present a more conceptually detailed account of a narrow range of material. Knowledge of the material presented may be greater than understanding of the issues raised by the question, and this may be reflected in a tendency to present material on the general topic area rather than on the set question.

Higher in the band, answers will show a somewhat broader and/or deeper knowledge, for example by including both theoretical and empirical material or a wider range of sources, and a more focused understanding of the set question. However, much of the material presented may still be on the topic area in general.

12–15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise; however, some significant aspects may be neglected or given limited attention.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

AO2 (a): Interpretation and Application**(9 marks)**

0 No interpretation or application skills shown.

1–3 Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may, for instance, take the form of an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context.

4–6 Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly sociological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

Lower in the band, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

7–9 Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be partial, or the relevance of some material may remain implicit.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

AO2 (b): Analysis and Evaluation**(9 marks)**

0 No relevant analysis or evaluation.

1–3 Answers in this band will show limited skills, of both analysis and evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

Lower in the band, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

4–6 Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

Lower in the band, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

7–9 Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

Lower in the band, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced, for example, in recognising that the studies, theories, methods, etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences and employ a logical ordering of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR UNIT 4 (SCLY4)
Crime and Deviance

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		9	12	21
	0	2		9	12	21
	0	3		6	9	15
Sub-Total				24	33	57

		ASSESSMENT OBJECTIVES			
Question		AO1	AO2		Total
<div><div>0</div><div>4</div></div>	15	(a) *	(b) *	33	
		9	9		
Sub-Total		15	18		33

Total				39	51		90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Stratification and Differentiation

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	5		9	12	21
	0	6		9	12	21
	0	7		6	9	15
Sub-Total				24	33	57

		ASSESSMENT OBJECTIVES				
Question		AO1		AO2		Total
<div><div>0</div><div>8</div></div>	15	(a) *		(b) *		33
		9		9		
Sub-Total		15		18		33

Total	39				51	90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation