

Sociology

Advanced GCE **A2 7878**

Advanced Subsidiary GCE **AS 3878**

Mark Scheme for the Units

June 2009

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Advanced Subsidiary GCE Sociology (3878)

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2532 The Individual and Society

- 1 (a) Using item A, identify and briefly explain two ways in which the words 'ethnicity' and 'race' are used. [8 marks]

A02a: Interpretation and Analysis

Indicative Content:

Reference may be made to the following:

- As if they mean the same thing (and so lacking understanding of difference)
- As only relevant to black/Asian individuals (implicitly based on skin colour)
- As only relevant to individuals of non-British/non-English culture(s)
- As having different meanings (more/less polite/controversial).

7-8

The candidate will correctly select and analyse two ways from item A.

Award 8 marks to responses that identify and fully explain two ways. Award 7 marks to responses that identify two ways, fully explain one and partially explain the other. Answers will show the ability to select from and analyse different kinds of material.

5-6

The candidate will correctly select and interpret two ways from item A.

Award 6 marks to answers that identify two ways, and explain both partially, or explain one fully and leave the other without explanation.

Award 5 marks to responses that identify two ways, explain one partially, and leave the other without an explanation.

Answers will show the ability to select and analyse different kinds of data.

3-4

Answers will show some ability to interpret different types of data.

Award 4 marks to responses that identify two ways but leave them both without an explanation, or to responses that identify one way and explain it fully.

Award 3 marks to responses that identify one way and offer a partial explanation of it.

1-2

The candidate will correctly select one way.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two ways in which individuals express their ethnic identity. [8 marks]

A01: Knowledge and Understanding

Indicative Content:

Reference may be made to aspects of ethnic identity in relation to a variety of ethnic groups within the population (not just minority ethnic groups). There may be reference to religion, language, family life, festivals, cultural celebrations, dress, food, or any other reasonable response.

7-8

The candidate will correctly identify two ways in which individuals express their ethnic identity.

Award 8 marks to responses that identify and explain two ways.

Award 7 marks to responses that identify two ways, explain one fully and partially explain the other.

Answers will offer an explanation of each way identified, and explanations will offer a range of knowledge and understanding of the concept of ethnic identity. There will be few, if any errors of grammar, punctuation or spelling.

5-6

The candidate will correctly identify two ways.

Award 6 marks to responses that identify two ways and give a partial explanation of both, or explain one fully and leave the other without an explanation.

Award 5 marks to responses that identify two ways and give a partial explanation of one of them.

Answers will show knowledge and understanding of the concept of ethnic identity.

The candidate will present material in a manner that addresses the question. There may be occasional errors of grammar, punctuation or spelling.

3-4

Award 4 marks to candidates who identify two ways but offer no explanation of either, or to candidates who identify one way and explain it fully.

Award 3 marks to candidates who identify one way and offer a partial explanation of it.

Answers will show some knowledge and understanding of the concept of ethnic identity. The candidate will present material that partially addresses the question.

1-2

The candidate will correctly identify one way but leave this completely unexplained, therefore showing only limited understanding of the concept of ethnic identity. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (c) Outline and briefly evaluate any two ways in which individuals are encouraged to conform to the norms of a social group. [18 marks]

A01: Knowledge and Understanding (10 marks)

Indicative Content. (Other valid points may be offered):

Reference may be made to different forms of social control, such as economic pressure, peer group pressure, canteen culture, rejection, acceptance, ostracism, ridicule, gossip, etc.

Concepts - such as:

Norms, conformity, deviance, primary socialization, secondary socialization, internalization, economic pressure, positive/negative sanctions, etc.

Studies - such as:

Adler and Adler, Berger, Butler, Campbell, Cohen, Goffman, Scott, Skelton, Waddington, etc.

Contemporary Examples: These should be rewarded.

8-10

The candidate will show a range of knowledge and understanding of two ways in which individuals are encouraged to conform to the norms of social groups and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate is likely to display knowledge of the concept of conformity and of different ways in which social groups encourage it, possibly but not solely in relation to the areas suggested in the indicative content.

The candidate will present material that **directly** answers the question.

There will be few, if any, errors of grammar, punctuation or spelling.

6-7

The candidate shows knowledge and understanding of two ways in which individuals are encouraged to conform to the norms of social groups and of relevant conceptual and/or empirical and/or theoretical evidence.

The range of concepts, evidence, and ideas will be narrower than in the band above and answers may be uneven. Any examples used may be only partially understood or relevant.

The candidate will present material that **addresses** the question.

There may be occasional errors of grammar, punctuation or spelling.

4-5

The candidate displays some knowledge and understanding of ways in which individuals are encouraged to conform to the norms of social groups and of relevant conceptual and/or empirical and/or theoretical evidence.

The candidate may focus on one way, explaining this well to reach the top of the band. Answers that state two ways are likely to leave them undeveloped and unsubstantiated.

The candidate will present material that **partially** addresses the question.

There may be some errors of grammar, punctuation or spelling.

1-3

The candidate displays an awareness of at least one way in which individuals are encouraged to conform to the norms of a social group.

The material may be of **marginal** relevance to the question and may be based on common sense assumption and assertion.

Errors of grammar, punctuation or spelling may be noticeable and obtrusive.

0

No relevant sociological knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to explain two ways in which individuals are encouraged to conform to the norms of social groups. To locate at the top of the band candidates should select and analyse data relevant to conformity and how social groups encourage it. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to social conformity in a general manner only. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

A02b: Evaluation (4 marks)**3-4**

The candidate at the top of this band will clearly and explicitly evaluate ways in which individuals are encouraged to conform to the norms of social groups. This may include commentary on individual responses to different types of social control and examples of ways in which specific social groups may encourage conformity to their norms.

At the bottom of the band evaluation will be less explicitly focused or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on the ways in which individuals are encouraged to conform to the norms of social groups, making the evaluation basic. At the bottom of the band evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that ethnic identity is mainly shaped by the family in the contemporary UK. [26 marks]

A01: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Candidates should compare the role of the family with other agents of socialisation - education, mass media, religion, peers and work. They should examine the family and social change.

Concepts - such as:

Arranged marriage, assimilation, compartmentalisation, dual-identity, ethnicity/ethnic groups (Asian, black and white), expressive culture, generation(s), hidden curriculum, hybridity, intermarriage, multiculturalism, new ethnic identities, primary and secondary socialisation, etc.

Studies - such as:

Anwar, Back, Ballard, Ghuman, Gillespie, Johal, Mason, Modood (1997), Said, Song, Swale, etc.

Theory such as: functionalism, marxism, feminism, postmodernism.

Contemporary Examples These (eg Shabina Begum - shalwar kameez; Lydia Playfoot - purity ring; etc) should be rewarded.

11 -14

The candidate will display a range of knowledge and understanding of the ways in which the family forms ethnic identity and other agents of socialisation, and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, to focus mainly on the family in comparison to other agents of socialisation.

At the top of the band there will be clear knowledge and understanding of the family, socialisation, and the degree of importance the family has either in relation to other agencies of socialisation, and/or the family in the past and present.

Candidates will present material in a manner that **directly** answers the question.

There will be few, if any, errors of grammar, punctuation and spelling.

8-10

The candidate will display knowledge and understanding of the concepts of the ways in which the family forms ethnic identity, and associated evidence and ideas.

Responses in this band will be less developed than in the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the view that the family is the main agent of socialization in the formation of ethnic identity.

Candidates will present material in a manner that **answers** the question.

There may be occasional errors of grammar, punctuation and spelling.

5-7

The candidate will display some knowledge and understanding of the ways in which the family forms ethnic identity and other agents of socialisation. Answers in this band will be largely descriptive. Answers will show partial knowledge and understanding and will be characterised by a lack of conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration. Candidates will present material in a manner that **partially** answers the question.

There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of family socialisation and ethnic identity. The candidate will make at least one relevant sociological point, although the material may be sparse, lacking in detail and imprecise. Candidates will present material of **marginal** relevance.

0

No relevant knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the importance of the family and other agents of socialization in the formation of ethnic identity.

Candidates will engage in the debate surrounding the extent to which it is the main socialisation agent. The data will either be relevant conceptual and/or empirical and/or theoretical evidence and could be used to support or refute the claim in the question.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different kinds of data, referring to socialisation and ethnic identity in a vague way. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

A02b: Evaluation (8 marks)**Some possible points of evaluation:**

The best answers will look at both sides of the question to consider whether or not the family is the main influence in the formation of ethnic identity. They will evaluate the influence of the family in relation to other agents of socialisation and/or weigh up whether the power of the family in shaping ethnic identity has changed over generations. They may consider difference within families. Some may evaluate through juxtaposition. Others may adopt an evaluative tone.

7-8

The candidate will show the ability to evaluate specific sociological arguments and alternative explanations about whether or not the family is the main influence in the formation of ethnic identity. Critical material will be employed to raise issues concerning the family and other agents of socialisation. Anticipate sustained evaluation at this level addressing both sides of the debate.

5-6

The candidate will show the ability to evaluate some of the available sociological evidence and arguments about whether or not the family is the main influence in the formation of ethnic identity. The evaluation in this band will be narrower than in the band above, and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates may present a clear but one-sided or inadequately supported position.

3-4

The candidate will show the ability to make basic evaluation of the evidence and arguments about whether or not the family is the main influence in the formation of ethnic identity. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the family is the main influence in the formation of ethnic identity. Any other points will be based on common sense assertion.

0

No relevant evaluation.

- 2 (a) Using item B, identify and briefly explain two features of 'Britishness'.
[8 marks]

A02a: Interpretation and Analysis

Indicative Content

Reference may be made to the following:

- Symbols
- The monarchy
- Traditions
- Democratic government
- People believing in a shared culture
- The use of a common language (English)
- Participation in national celebrations.

7-8

The candidate will correctly select and interpret two features of 'Britishness'.

Answers will show the ability to select from and interpret different kinds of data.

Award 8 marks to responses that identify and fully explain two features.

Award 7 marks to responses that identify two features, fully explain one and partially explain the other.

5-6

The candidate will correctly select and interpret two features of 'Britishness'.

Answers will show the ability to select from and analyse different kinds of data.

Award 6 marks to answers that identify two features, and explain both partially, or explain one fully and leave the other without explanation.

Award 5 marks to responses that identify two features, explain one partially, and leave the other without an explanation.

3-4

Answers will show some ability to interpret different types of data

Award 4 marks to responses that identify two features but leave them both without an explanation, or to responses that identify one feature and explain it fully.

Award 3 marks to responses that identify one feature and offer a partial explanation of it.

1-2

The candidate will correctly select one feature of 'Britishness' but offer no explanation of it.

0

No relevant interpretation or analysis.

- (b) Identify and briefly explain two values shared by people living in the UK.

[8 marks]

A01: Knowledge and Understanding

Indicative Content:

Reference may be made to such values as freedom of speech, freedom of worship, democracy, multiculturalism, tolerance, respect for the sanctity of life, individual human rights or any other reasonable response.

7-8

The candidate will correctly identify two values shared by people living in the UK.

Award 8 marks to responses that identify and explain two values.

Award 7 marks to responses that identify two values, explain one fully and partially explain the other.

Answers will offer an explanation of each value identified, and explanations will offer a range of knowledge and understanding of such values. There will be few, if any errors of grammar, punctuation or spelling.

5-6

The candidate will correctly identify two values shared by people living in the UK.

Award 6 marks to responses that identify two values and give a partial explanation of both, or explain one fully and leave the other without an explanation.

Award 5 marks to responses that identify two values and give a partial explanation of one of them.

Answers will offer knowledge and understanding of values. The candidate will present material in a manner that addresses the question. There may be occasional errors of grammar, punctuation or spelling.

3-4

Award 4 marks to candidates who identify two values but offer no explanation of either, or to candidates who identify one value and explain it fully.

Award 3 marks to candidates who identify one value and offer a partial explanation of it.

Answers will show some knowledge and understanding of values. The candidate will present material that partially addresses the question.

1-2

The candidate will correctly identify one value, but leave this completely unexplained, therefore showing only limited understanding of values. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (c) Outline and briefly evaluate two ways in which the mass media reinforce national identity. [18 marks]

A01: Knowledge and Understanding (10 marks)

Indicative Content. (Other valid points may be offered):

Candidates may examine generalized ways in which the mass media reinforce national identity and/or cite specific examples of the ways in which this is done. They may base their responses on two ways this is done within one particular medium (eg the tabloid press) or they may do so by considering different media.

Concepts - such as:

Authority, celebrity, deference, dominant culture, hierarchy, language, nationalism, patriotism, power, rituals, social control, socialisation, sanctions, sport, state, status, stereotypes, xenophobia, etc.

Studies - such as:

Billig, Bowie, Guibernau and Goldblatt, Hall, Mann, etc.

Contemporary Examples These should be expected and rewarded, (including references to the 2012 London Olympics, etc).

8 -10

The candidate will show a range of knowledge and understanding of two ways in which the mass media reinforce national identity and of relevant conceptual and/or empirical and/or theoretical evidence. Any examples used will be fully understood and relevant.

The candidate will display knowledge of national identity and the mass media.

The candidate will present material that **directly** answers the question.

There will be few, if any, errors of grammar, punctuation or spelling.

6-7

The candidate shows knowledge and understanding of two ways in which the mass media reinforce national identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of the mass media than national identity, or vice versa. The range of concepts, evidence, and ideas will be narrower than in the band above and answers may be uneven. Any examples used may be only partially understood or relevant.

The candidate will present material that **addresses** the question.

There may be occasional errors of grammar, punctuation or spelling.

4-5

The candidate displays some knowledge and understanding of the ways in which the mass media reinforce national identity and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way in which the mass media do this, explaining this well to reach the top of the band. Answers that state two ways are likely to leave them undeveloped and unsubstantiated.

The candidate will present material that **partially** addresses the question.

There may be some errors of grammar, punctuation or spelling.

1-3

The candidate displays an awareness of at least one way in which the mass media reinforce national identity. The material may be of **marginal** relevance to the question and may be based on common sense assumption and assertion.

Errors of grammar, punctuation or spelling may be noticeable and obtrusive.

0

No relevant sociological knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate at the top of this band will select from and analyse different types of data in order to illustrate and explain two ways in which the mass media reinforce national identity. To locate at the top of the band candidates should select and analyse data relevant to the mass media and national identity in some way. At the bottom of the band the range of data referred to will be narrower or the interpretation may lack clarity.

1-2

The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to mass media or national identity/nationalism only. At the bottom of the band the interpretation will be very limited.

0

No relevant interpretation or analysis.

A02b: Evaluation (4 marks)**3-4**

The candidate at the top of this band will clearly and explicitly evaluate ways in which the mass media reinforce national identities. This may include reference to variations in any sense of national identity in the contemporary UK or the influence of alternative agents of socialisation. At the bottom of the band evaluation will be less explicitly focused or a strongly assertive answer.

1-2

The candidate will offer limited evaluation on the ways in which the mass media reinforce national identities, making the evaluation basic. At the bottom of the band evaluation will be based on common sense rather than sociological insight.

0

No relevant evaluation.

- (d) Discuss the view that it is no longer possible to define what is meant by 'Britishness' in the contemporary UK. [26 marks]

A01: Knowledge and Understanding (14 marks)

Indicative Content (Other valid points may be offered).

Concepts - such as:

Devolution, exclusive nationalism, globalisation, inclusive nationalism, national culture, national curriculum, national identity, nationalism, norms, religion, royalty, secularization, symbols, traditional images, values, etc.

Studies - such as:

Billington, Cutice and Heath, Denscombe, Dowds and Young, Guibernau and Goldblatt, Modood, Schudsen, Waters, Williams, etc.

Theories - such as: marxism, New Right and postmodernism may feature.

Contemporary Examples: These should be expected and rewarded.

11-14

The candidate will display a range of knowledge and understanding about the issue of defining 'Britishness' in the contemporary UK, and associated evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, and contemporary examples.

Candidates will present material in a manner that **directly** answers the question.

There will be few, if any, errors of grammar, punctuation and spelling.

8 -10

The candidate will display knowledge and understanding about the issue of defining 'Britishness' in the contemporary UK, and associated evidence and ideas.

Responses in this band will be less developed than in the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support or reject the view.

Candidates will present material in a manner that **answers** the question.

There may be occasional errors of grammar, punctuation and spelling.

5-7

The candidate will display some knowledge and understanding of 'Britishness'.

Answers in this band will be largely descriptive. Answers will show partial knowledge and understanding and will be characterised by a lack of conceptual and/or empirical and/or theoretical evidence, which may be implicit and in need of further clarification and elaboration.

Candidates will present material in a manner that **partially** answers the question.

There may be some errors of grammar, punctuation and spelling.

1-4

The candidate will display an awareness of national identity. The candidate will make at least one relevant sociological point, although the material may be sparse, lacking in detail and imprecise.

Candidates will present material of **marginal** relevance.

There may be noticeable errors of grammar, punctuation and spelling.

0

No relevant knowledge or understanding.

A02a: Interpretation and Analysis (4 marks)**3-4**

The candidate will show the ability to select from and analyse different types of data in order to comment on the view that it is no longer possible to define what is meant by 'Britishness' in the contemporary UK.

Candidates will engage in some of the debates surrounding the extent to which 'Britishness' exists and can be defined in the UK today, possibly focusing on its durability in the face of globalisation and/or devolution. The data will either be relevant conceptual and/or empirical and/or theoretical evidence and could be used to support or refute the claim in the question.

1-2

The candidate will show the ability to respond to sociological data, although the range will be limited. At the top of the band the answers will show some ability to interpret different kinds of data, referring to 'Britishness' in a vague way. At the bottom of the band the interpretation will be limited.

0

No relevant interpretation or analysis.

A02b: Evaluation (8 marks)**Some possible points of evaluation:**

The best answers will use critical material to raise issues on the extent to which it is possible to define national identity/ies in the contemporary UK. Such responses should focus on the concept of 'Britishness'. They could consider the effects of globalisation and devolution on a sense of 'Britishness'. They may examine whether contemporary national identity is giving way to identities based instead on lifestyle and consumption, or on alternatives such as gender and ethnicity. They may include arguments to the effect that a clear sense of 'Britishness' does exist. Some may evaluate through juxtaposing views. Others may adopt an evaluative tone.

7-8

The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the extent to which it is possible to define 'Britishness' and national identity/ies in the contemporary UK. Critical material will be employed. Anticipate sustained evaluation at this level addressing both sides of the debate.

5-6

The candidate will show the ability to evaluate some of the available sociological evidence and arguments about the extent to which it is possible to define 'Britishness' and national identity/ies in the contemporary UK. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition. The evaluation will not be sustained throughout the answer. Candidates may present a clear, but one-sided or inadequately supported position.

3-4

The candidate will show the ability to make basic evaluation of the evidence and arguments about the extent to which it is possible to define 'Britishness' and/or national identity/ies in the contemporary UK. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

1-2

The candidate is aware of at least one issue involved in the evaluation about how far it is possible to define a sense of 'Britishness' in the contemporary UK. Any other points will be based on common sense assertion.

0

No relevant evaluation.

2533 Culture and Socialisation

OPTION 1: The Family

1 (a) Identify and explain *two* reasons for the growth in dual-career families. [15]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Feminisation of labour force and high levels of career mobility for some middle class women*
- *More egalitarian relationships (less patriarchal control)*
- *More flexible work patterns due to new technology in some fields*
- *Higher cost of living, especially housing*
- *Rise of consumerism*
- *Lower birth rate*
- *Increase in so-called 'family friendly' government policies, allowing parents greater flexibility to organise work and childcare.*
- *Any other reasonable response.*

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two reasons for the growth in dual-career families. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two reasons for the growth in dual-career families. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two reasons for the growth in dual-career families but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a reason for the growth in dual-career families and/or one related idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that there is a dark side to family life. [30]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Critical views such as the work of radical psychiatrists eg Laing, Cooper*
- *Marxist views on false consciousness, consumption*
- *Feminist views on domestic violence, conjugal roles, gender role socialisation, child abuse*
- *Evidence which illustrates the negative impact of family life eg most divorce petitions are by women*
- *Increase in family diversity in response to negative experience of living in nuclear family*
- *Abuse of elderly family members*

In evaluation;

- *Outline of functionalist views eg warm bath theory, stabilisation of adult personalities, effective socialisation of young*
- *Provides financial and emotional security*
- *Discussion of various family types and interrogation of term 'family life'*
- *Effect of various interventions in reducing the 'dark side'*
- *Any other reasonable response*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that there is a 'dark side' to family life. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that there is a 'dark side' to family life. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that there is a 'dark side' to family life. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that there is a 'dark side' to family life and for of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that there is a 'dark side' to family life. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that there is a 'dark side' to family life. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that there is a 'dark side' to family life. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that there is a 'dark side' to family life.

0

No relevant interpretation and analysis

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that there is a 'dark side' to family life. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that there is a 'dark side' to family life. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that there is a 'dark side' to family life. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that there is a 'dark side' to family life.

0

No relevant evaluation.

2 (a) Identify and explain two ways in which the family has become child-centred. [15]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Effect of social policy eg child protection initiatives, Children Act, Child Support Act, Every Child Matters*
- *Trends towards democratisation of the family*
- *Result of lower birth rates and smaller family size*
- *Decline in patriarchy, crisis in masculinity leading to increased involvement of fathers with their children - Beck, Burghes etc*
- *Extended period of childhood as a result of education policy changes*
- *Moral panics about dangers to children result in them spending more time with parents*
- *Greater affluence changes leisure patterns*
- *Any other reasonable response*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two ways in which the family has become child-centred. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which the family has become child-centred and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which the family has become child-centred but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which the family has become child-centred and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. [30]

There are a number of approaches to this question. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Range of diverse types of family life including single parents, reconstituted families, dual-worker families etc*
- *Forms of cultural, regional and organizational diversity relating to ethnicity, class and sexuality etc.*
- *Role of government policy in supporting diversity*
- *Post modern views on diversity*
- *Feminist views on emerging family forms*

In evaluation:

- *Ideological strength of notions of traditional family life and values,*
- *Functionalist and new right views on nuclear family as a core family type*
- *Role of government policy in supporting traditional forms of family life*
- *Continuing popularity of marriage*
- *Distinction between various groups in terms of continuing importance or otherwise, of traditional forms of family life.*
- *Importance of other features of family life eg consumerism etc*
- *Any other reasonable response*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK and for of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK.

0

No relevant interpretation and analysis

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that it makes more sense to talk about a range of family types rather than 'the family' in the contemporary UK.

0

No relevant evaluation.

OPTION 2: Mass Media

- 3 (a) Identify and explain two ways in which media professionals construct the content of the news. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Gate-keeping*
- *Agenda-setting*
- *Role in creation of moral panics*
- *Concepts of newsworthiness, news values, reference to Galtung and Ruge*
- *Explanations relating to Neo-Marxist views, hegemony eg GUMG*
- *Any other reasonable response*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two ways in which media professionals construct the content of the news. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which media professionals construct the content of the news and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which media professionals construct the content of the news but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which media professionals construct the content of the news and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that the media have an immediate and powerful influence on their audience. [30]

There are a number of approaches to answering this question. Both theoretical argument and empirical data supporting/ challenging the view may be discussed. Answers may present informed debate with contemporary examples. Candidates may discuss a range of media forms or one in depth. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Discussion of the Hypodermic Syringe Model of media effects and the view of the audience as passive and homogenous*
- *Case studies and their alleged link to screen violence eg Jamie Bulger and Child's Play, Nathan Martinez/Natural Born Killers, Columbine School shootings and the Internet/rock music may be presented. If used, these should be substantiated and/or contextualised within the sociological debate about their value as evidence which proves a correlation with violent behaviour.*
- *Some candidates may include discussion of the feminist position on male violence/effect of pornography on the audience.*
- *Research evidence - Packard, Bobo Doll experiment, Frankfurt School, Newson*
- *Reference to the existence of censorship and regulation as evidence of the power of the media and the need to control it*

In evaluation;

- *Effects theories which indicate an influence that is less immediate eg drip-drip effect, cultural effects, two-step flow model*
- *Active audience approaches, uses and gratifications model, reception analysis, the selective filter model, negotiated reading, oppositional reading, structured interpretation model*
- *Censorship and other forms of regulation that may mitigate the influence of the media*
- *Any other reasonable response*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that the media have an immediate and powerful influence on their audience. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that the media have an immediate and powerful influence on their audience and of associated sociological ideas and concepts. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the media have an immediate and powerful influence on their audience and of some associated sociological ideas and concepts. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of the view that the media have an immediate and powerful influence on their audience and for of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the media have an immediate and powerful influence on their audience. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media have an immediate and powerful influence on their audience. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that the media have an immediate and powerful influence on their audience. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that the media have an immediate and powerful influence on their audience.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the media have an immediate and powerful influence on their audience. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the media have an immediate and powerful influence on their audience. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the media have an immediate and powerful influence on their audience. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the media have an immediate and powerful influence on their audience.

0

No relevant evaluation.

- 4 (a) Identify and explain two ways in which globalisation of the mass media is seen as negative. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Threat to local/regional/national identity*
- *Threatens democracy as it serves global business interests. Creates global consumerism which has a negative environmental impact*
- *Globalized media operate in increasingly de-regulated way, focus on commercial considerations rather than quality*
- *Threat to PSB*
- *Censorship more difficult*
- *Cultural imperialism*
- *Spread of Americanisation*
- *Any other reasonable response.*

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two ways in which globalisation of the mass media is seen as negative. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which globalisation of the mass media is seen as negative and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which globalisation of the mass media is seen as negative but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a way in which globalisation of the mass media is seen as negative and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that the media use traditional stereotypes when representing gender in the contemporary UK. [30]

There are a number of approaches to this question. Candidates may focus on females, males or both. Expect to see some of the following:

- *Females: There may be some evidence presented and discussed for the view eg Meehan's typology, dumb blonde stereotype, Ferguson on magazines, women as fearful, victims etc. Wolf on the 'beauty myth', Tuchman on limited range of roles for women. Tunstall on media bias.*
- *Concepts such as 'male gaze', 'symbolic annihilation'.*
- *Substantive examples of traditional gender roles may be given from well-known media products.*
- *Males: Traditional stereotypes, in particular the hyper-masculinity revival (Stallone, Willis, Russell Crowe), persistence of patriarchy in mainstream representations. Rutherford on 'retributive man'.*
- *There may be some discussion of wider social context and the media's response.*

In evaluation;

- *Evidence of media engagement with changing masculine identities eg Full Monty, new men.*
- *Evidence of examples of non-traditional feminine roles eg Prime Suspect, ladettes.*
- *There may be some discussion of gender roles in respect of media portrayals of changing relationships between women and men, eg feminisation of masculinity.*
- *Postmodern views on blurring of gender identities in media products*
- *Any other reasonable response.*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that the media use traditional stereotypes when representing gender in the contemporary UK. Expect to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. Knowledge of counter arguments to the view will be clearly presented. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that the media use traditional stereotypes when representing gender in the contemporary UK and of associated sociological ideas and concepts. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that the media use traditional stereotypes when representing gender in the contemporary UK and of some associated sociological ideas and concepts. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance and is likely to concentrate on one side of the view entirely at the expense of the other. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of the view that the media use traditional stereotypes when representing gender in the contemporary UK and for of one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that the media use traditional stereotypes when representing gender in the contemporary UK. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media use traditional stereotypes when representing gender in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-5

The candidate displays some ability to interpret different types of data about the view that the media use traditional stereotypes when representing gender in the contemporary UK. More than one dimension to the arguments and evidence will be addressed, for or against the view. Evidence may be superficial and contain inaccuracies.

1-3

The candidate displays limited ability to use at least one form of data about the view that the media use traditional stereotypes when representing gender in the contemporary UK.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the media use traditional stereotypes when representing gender in the contemporary UK. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the media use traditional stereotypes when representing gender in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that the media use traditional stereotypes when representing gender in the contemporary UK. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that the media use traditional stereotypes when representing gender in the contemporary UK.

0

No relevant evaluation.

OPTION 3: Religion**5 (a) Identify and explain two characteristics of 'spiritual shoppers'. [15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Adopt a pick and mix approach with explanation located within postmodern views*
- *Link to consumerism, individualism etc*
- *Response to social marginalisation*
- *Disaffection with traditional forms of belief*
- *Influenced by globalisation*
- *Link to increase in technologies like internet, satellite etc*
- *Explanations may draw on the growth of religious pluralism, secularisation, privatisation of belief, postmodern trends*
- *Any other reasonable response.*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two characteristics of 'spiritual shoppers'. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one trend. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two characteristics of 'spiritual shoppers' and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two characteristics of 'spiritual shoppers' but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One characteristic fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a characteristics of 'spiritual shoppers' and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that religion is a force for social change. [30]

There is a range of approaches to this question. There may be discussion of Weber's theory with Marxism and/or functionalism presented as counterarguments. Reference to dimensions of class, gender, ethnicity and age and their interaction with religion and social change may be made. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Location within Weberian view*
- *Neo Marxist view*
- *Liberation Theology*
- *Empowering qualities of some religions eg some NRMs, NAMs*
- *Influence of religion on social action eg Church of England reports on poverty, Sikhism on issues of equality, Islam on social equality, Quakers on peace.*
- *Impact of fundamentalism on marginalised groups eg some minority ethnic groups in the contemporary UK*
- *Relationship between religion and culture and identity, reference to contemporary examples*

In evaluation;

- *Functionalist view of religion as a conservative force representing consensus and stability, Church of England's role in the state*
- *Interrogation of Marxist perspective including role of religion in legitimating inequality, promoting false class consciousness*
- *Feminism and religion's oppression of women*
- *New opiates such as mass media*
- *Postmodern view of religion as more individualistic and consumerist*
- *Elements of the secularisation debate may be discussed in the context of the continuing ability of religion to be a force for change but this kind of response should remain focused on the question.*
- *Any other reasonable response*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that religion is a force for social change. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter-arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that religion is a force for social change and of associated sociological evidence and ideas. Answers may focus in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that religion is a force for social change and of some associated sociological evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that religion is a force for social change. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion is a force for social change. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that religion is a force for social change. At this level there will be less range and examples presented will be more superficial and anecdotal than in the previous band.

4-5

The candidate displays some ability to interpret different types of data about the view that religion is a force for social change. More than one dimension to the arguments and evidence will be addressed, for or against the view. A limited range of examples may be presented some of which may be of marginal relevance.

1-3

The candidate displays limited ability to use at least one form of data about the view that religion is a force for social change.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion is a force for social change. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion is a force for social change. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal evidence to counter the view. A degree of balance should be evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that religion is a force for social change. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that religion is a force for social change.

0

No relevant evaluation.

6 (a) Identify and explain two ways in which religion may be seen as patriarchal.**[15]**

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Women's sexuality viewed as threatening or unacknowledged*
- *Focus on familial ideology, segregated gender roles*
- *Limited role of women in religious organisations*
- *Exploitation of women in some sects*
- *Continuing prevalence of use of gendered language in ceremonies, texts etc*
- *Images of the divine are predominantly male*
- *Prevalence of patriarchal, hierarchical structures, controlled and occupied by men*
- *Reference to specific examples of religious practice and belief*
- *Any other reasonable response*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two ways in which religion may be seen as patriarchal. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both types. At the bottom of the band this may be uneven and provided in depth for only one type. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two ways in which religion may be seen as patriarchal and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two ways in which religion may be seen as patriarchal but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one example of a ways in which religion may be seen as patriarchal and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (b) **Outline and discuss the view that religion is losing significance in the contemporary UK.** [30]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Location within secularisation debate*
- *Reference to data on decline in religious participation*
- *Berger's view that religious pluralism represents a dilution of belief*
- *Bruce's view that religious pluralism undermines the communal base of belief and his assertion that religious diversity is less about belief and more about its social importance*
- *Postmodernist arguments about the 'spiritual shopper', Bauman on postmodernity and religion*
- *Giddens on religion and high modernity*

In evaluation:

- *Problems of measurement*
- *Role of religion in supporting the establishment*
- *RE in schools*
- *Religious fundamentalism and the search for certainty*
- *Evidence of increased participation in some religious groups*
- *Religious pluralism as evidence of continuing belief*
- *Impact of modern technology eg televangelism*
- *Heightened profile of religion in society, post 9/11*
- *The question of social profile may be discussed with reference to class, gender, ethnicity and/or age*
- *Stark and Bainbridge on religion and compensators*
- *Heelas on the New Age*
- *Any other reasonable response*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that religion is losing significance in the contemporary UK. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter-arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that religion is losing significance in the contemporary UK and of associated sociological evidence and ideas. Answers may focus in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that religion is losing significance in the contemporary UK and of some associated sociological evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that religion is losing significance in the contemporary UK. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that religion is losing significance in the contemporary UK. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that religion is losing significance in the contemporary UK. At this level there will be less range and examples presented will be more superficial and anecdotal than in the previous band.

4-5

The candidate displays some ability to interpret different types of data about the view that religion is losing significance in the contemporary UK. More than one dimension to the arguments and evidence will be addressed, for or against the view. A limited range of examples may be presented some of which may be of marginal relevance.

1-3

The candidate displays limited ability to use at least one form of data about the view that religion is losing significance in the contemporary UK.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion is losing significance in the contemporary UK. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion is losing significance in the contemporary UK. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal evidence to counter the view. A degree of balance should be evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that religion is losing significance in the contemporary UK. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that religion is losing significance in the contemporary UK.

0

No relevant evaluation.

OPTION 4: Youth and Culture**7 (a) Identify and explain two reasons why subject choice in education differs according to gender. [15]**

Candidates may cite specific differences in subject choice eg males predominate in Geography, Economics and P.E., females highly represented in English, Modern Languages and Social Studies but the response should be developed in terms of explaining reasons for the differences.

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *More girls take academic rather than vocational courses compared to boys, possibly reflecting their higher levels of achievement at GCSE*
- *Explanations could include influence of early socialisation, patriarchal ideologies, role models in occupational sectors, in-school factors such as the learning environment or attitudes of educational professionals*
- *Explanations may draw on the work of Sharpe, Kelly, Colley etc.*
- *Any other reasonable response.*

A01 Knowledge and Understanding**13-15**

The candidate shows a range of knowledge and understanding of two reasons why subject choice in education differs according to gender. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The candidate displays knowledge and understanding of two reasons why subject choice in education differs according to gender and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two reasons why subject choice in education differs according to gender but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One way fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one reason why subject choice in education differs according to gender and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that pupils' experience of school differs according

to their ethnicity.

[30]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Differential achievement*
- *Differences in terms of pupil-teacher relationships, labelling*
- *Impact on membership of pro or anti-school subcultures*
- *Effect of wider social factors such as racism, economic opportunity and cultural values*
- *Studies by Sewell, Mac an Ghaill, O'Donnell and Sharpe, Mirza, Connolly*

In evaluation;

- *Post modern views on blurring of boundaries around gender, ethnicity, class and sexuality*
- *Significance of class and gender*
- *Reference to impact of anti-discriminatory strategies*
- *Any other reasonable response*

A01 Knowledge and Understanding

8-9

The candidate shows a range of knowledge and understanding of the view that pupils' experience of schools differs according to their ethnicity. Knowledge of arguments in support of the views will be clearly presented and understanding of alternative views demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that pupils' experience of schools differs according to their ethnicity and of associated sociological evidence and ideas. Answers may focus in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of feminist views of the view that pupils' experience of schools differs according to their ethnicity and of some associated sociological evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that pupils' experience of schools differs according to their ethnicity. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis

10-12

The candidate shows the ability to select and analyse data appropriate to the view that pupils' experience of schools differs according to their ethnicity. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that pupils' experience of schools differs according to their ethnicity. At this level there will be less range and examples presented will be more superficial and anecdotal than in the previous band.

4-5

The candidate displays some ability to interpret different types of data about the view that pupils' experience of schools differs according to their ethnicity. More than one dimension to the arguments and evidence will be addressed, for or against the view. A limited range of examples may be presented some of which may be of marginal relevance.

1-3

The candidate displays limited ability to use at least one form of data about the view that pupils' experience of schools differs according to their ethnicity.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that pupils' experience of schools differs according to their ethnicity. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that pupils' experience of schools differs according to their ethnicity. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal evidence to counter the view. A degree of balance should be evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that pupils' experience of schools differs according to their ethnicity. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that pupils' experience of schools differs according to their ethnicity.

0

No relevant evaluation.

- 8 (a) Identify and explain two features of postmodern views of youth subcultures. [15]**
The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as supermarket of style, pick 'n' mix, consumerism, individualism, taste cultures, globalisation, hybridization*
- *Bennett on neo-tribes*
- *Reference to Polhemus, Thornton, Maffesoli, Kahane*
- *Youth subcultures as products of media manipulation*
- *Any other reasonable response*

A01 Knowledge and Understanding

13-15

The candidate shows a range of knowledge and understanding of two features of postmodern views of youth subcultures. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both ways. At the bottom of the band this may be uneven and provided in depth for only one way. The *candidate* will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

9-12

The Candidate displays knowledge and understanding of two features of postmodern views of youth subcultures and of associated sociological evidence. The level of elucidation will be less wide-ranging than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

5-8

The candidate displays some knowledge and understanding of two features of postmodern views of youth subcultures but the breadth of discussion will be more limited and examples given less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One feature fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-4

The candidate displays an awareness of at least one features of postmodern views of youth subcultures and/or one associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that youth subcultures are a form of resistance. [30]

There is a range of approaches to this question. Candidates may apply the term 'resistance' to social class, gender or ethnicity or to parental control, education, the work ethic etc. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Marxist subcultural theories eg CCCS, Hall and Jefferson, Phil Cohen, Hebdige*
- *Feminist views on youth subcultures as empowering for females*
- *Reference to studies on ethnicity and youth subcultures eg Mirza, Gilroy*
- *Empirical evidence drawn from class-based subcultures eg skinheads*

In evaluation;

- *Alternative views from the post modern perspective*
- *Traditional material from Merton, Cohen, Miller, Matza etc*
- *Conformist behaviour of youth*
- *Role of the media in shaping youth subcultures*
- *Any other reasonable response*

A01 Knowledge and Understanding**8-9**

The candidate shows a range of knowledge and understanding of the view that youth subcultures are a form of resistance. Knowledge of arguments in support of the view in the question will be clearly presented and understanding of counter-arguments demonstrated. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. At the top of the band answers will possess depth, detail and/or breadth. At the bottom of the band responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

5-7

The candidate displays knowledge and understanding of the view that youth subcultures are a form of resistance and of associated sociological evidence and ideas. Answers may focus in depth on one or two key areas of relevance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

3-4

The candidate displays some knowledge of the view that youth subcultures are a form of resistance and of some associated sociological evidence and ideas. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial, lacking in conceptual and/or empirical and/or theoretical substance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

1-2

The candidate displays an awareness of at least one aspect of the view that youth subcultures are a form of resistance. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

A02a Interpretation and Analysis**10-12**

The candidate shows the ability to select and analyse data appropriate to the view that youth subcultures are a form of resistance. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

6-9

The candidate displays the ability to select from and appropriately interpret different types of data about the view that youth subcultures are a form of resistance. At this level there will be less range and examples presented will be more superficial and anecdotal than in the previous band.

4-5

The candidate displays some ability to interpret different types of data about the view that youth subcultures are a form of resistance. More than one dimension to the arguments and evidence will be addressed, for or against the view. A limited range of examples may be presented some of which may be of marginal relevance.

1-3

The candidate displays limited ability to use at least one form of data about the view that youth subcultures are a form of resistance.

0

No relevant interpretation and analysis.

A02b Evaluation**8-9**

The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that youth subcultures are a form of resistance. The level of discussion will sustain relevance and coherence and counter-arguments will be clearly presented. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

5-7

The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that youth subcultures are a form of resistance. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be a tendency to use anecdotal evidence to counter the view. A degree of balance should be evident.

3-4

The candidate shows the ability to make a basic evaluation of the evidence and arguments related to the view that youth subcultures are a form of resistance. Discursive points may be asserted without explanation, limited in terms of development and/or relevance. Answers here may be more inaccurate than in the above levels and may concentrate on one side of the view entirely at the expense of the other.

1-2

The candidate is aware of at least one issue involved in the evaluation of the view that youth subcultures are a form of resistance.

0

No relevant evaluation.

2534 Sociological Research Skills

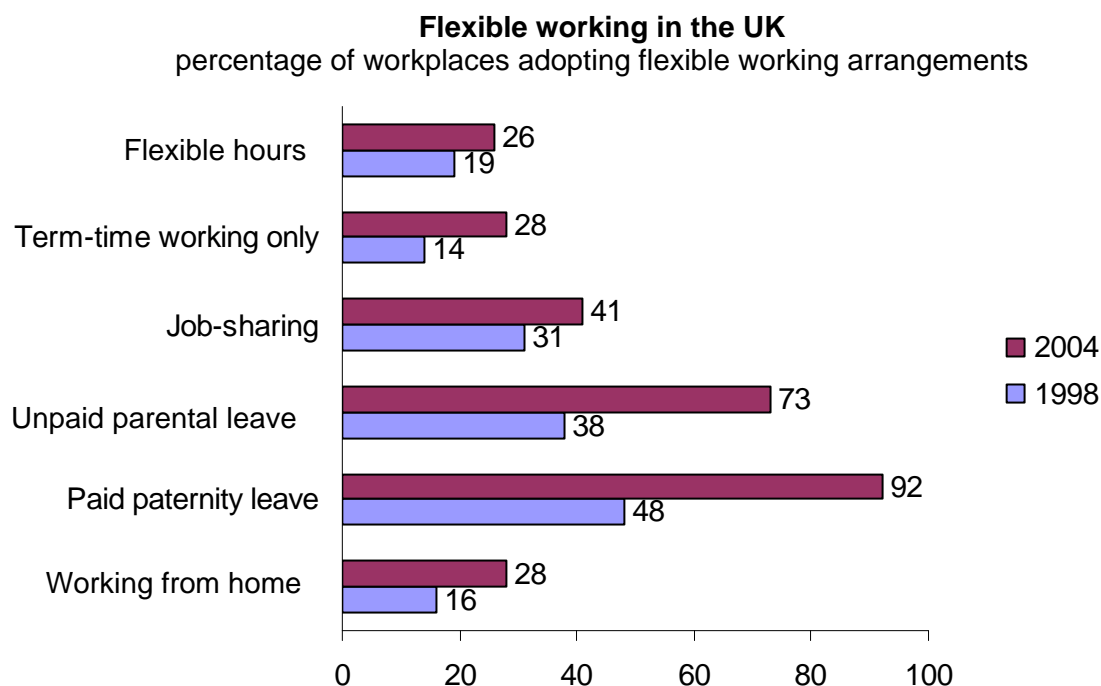
Study Item A and Item B carefully, then answer all parts of the question (a) to (d).

You should spend approximately 30 minutes answering parts (a) to (c) and approximately 30 minutes answering part (d).

ITEM A

In a questionnaire about national spending on scientific research, a sample of young people were asked “Do you think that more money, less money or about the same amount of money should be spent on each of the following?”

The responses are given in the table below:



Source: Department for Trade and Industry, July 2005

ITEM B

You have been asked to consider a research design in terms of its reliability, validity and representativeness. The research is about parents who have non-typical working patterns (eg they work weekends, evenings, early mornings). The research aims to gather evidence about the relationships between these working patterns and the amount of time that parents spend with their children, and how they spend that time. The research design consists of:

- Accessing a sample of companies who employ adults to work non-typical working hours
- Using a volunteer sampling technique, requesting these workers (and their families) to complete two one-week diaries, detailing how they spend their time
- Carrying out a survey using questionnaires with closed-ended questions, administered to both the children and parents. The survey is aimed at discovering how working non-typical hours affects family life.

QUESTIONS

- (a) Briefly explain the meaning of the term 'pilot study' [6]

AO1 Knowledge and Understanding (inc. Presentation and Communication)

In addition to a stated definition, relevant knowledge and understanding may refer to at least one of the following:

- *Examples of pilot studies*
- *Links to key concepts; particularly validity*
- *Advantages of piloting*

4-6 At the top of this band, responses display a range of knowledge and understanding of the concept 'pilot study' and responses will directly address the question. Expect to see a clear and accurate definition. At the bottom of this band, answers will display knowledge and understanding of some aspects of the concept and there will be a sense of the core meaning. There may be some errors of grammar, punctuation and spelling.

1-3 At the top of this band, knowledge and understanding of the term 'pilot study' will be partial and/or insufficient. Answers at the bottom of this band will display an awareness of one aspect of the term 'pilot study'. Responses will and almost certainly include irrelevant material. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points.

- (b) Using Item A, identify two main changes in the percentage of workplaces adopting flexible working arrangements between 1998 and 2004 [8]

AO2a Interpretation and Analysis

- *There has been an increase in the percentage of work places who have adopted **unpaid parental leave** as a flexible working practice. This has increased from 38% of all workplaces in 1998 to 73% in 2004; an increase of 35% points/nearly doubled*
- *There has been an increase in the percentage of work places who have adopted **paid paternity leave** as a flexible working practice. This has increased from 48% of all workplaces in 1998 to 92% in 2004; an increase of 44% points/nearly doubled*
- *There has been an increase in the percentage of workplaces adopting **term-time only** working practices. This has doubled from 14% in 1998 to 28% in 2004.*

7-8 Answers will show the ability to accurately select and analyse the data in **Item A** in order to identify **two** main changes. Award full marks to responses that clearly identify any of the **two** points listed above.

Candidates who identify the two main changes and include the scale of difference should be located at the top of this band. Candidates who identify two main changes but slightly lack clarity should be located at the bottom of this band.

5-6 Answers will show the ability to select and analyse the data in **Item A** in order to clearly identify **two** main changes. Interpretation may be comparative but descriptive in tone. The second change may be less clearly expressed.

3-4 Answers will display some ability to interpret the data in **Item A**. Responses in this band will identify only one main change without any accurate reference to a second. At the bottom of this band answers may begin to describe rather than interpret the data.

1-2 Answers will display a limited ability to interpret the data in **Item A**. There will be a tendency to indiscriminately describe the data rather than answer the question. Award one mark for responses which identify one main change but where analysis/interpretation is weak.

0 No relevant points.

(c) Using Item B, identify and explain one strength and one weakness of the research design [16]

Strengths

- *Strengths of purposive sampling – could be linked to validity*
- *Advantages of using volunteer sampling*
- *Strengths of using diaries*
- *Structured questionnaires – link with reliability*
- *Strengths of using triangulation*
- *Any other reasonable response.*

Weaknesses

- *Problems with access/sampling technique – problematic nature of using a non-random sampling technique*
- *Weaknesses associated with using questionnaires and/or diaries interviews*
- *Ethical issues of dealing with a sensitive subject*
- *Any other reasonable response.*

AO1 Knowledge and Understanding (inc. Presentation and Understanding)

- Knowledge & understanding of a key concept (validity; reliability; representativeness/generalisability; ethics)
- Explanation of both strength and weakness.

7-8 The candidate will display a range of knowledge and understanding. Responses will correctly identify one strength and one weakness of the research design and will offer a full explanation for each. In this band, candidates are expected to make accurate references to at least one of the basic concepts of research design for each stated strength. At the bottom of the band, explanation for one will be less developed. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

5-6 Responses will display some knowledge and understanding. They will identify one strength and one weakness of the research design, but their explanation will lack depth and detail. References to basic concepts in research design may be left implicit and/or partial. The candidate may focus on:

- One strength/weakness in an accurate, clear and conceptually detailed fashion but references to another may be under-developed
- One strength and weakness but both underdeveloped but including partial knowledge and understanding of key concepts.

The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, punctuation and grammar.

3-4 Responses will demonstrate basic knowledge and understanding. They will either:

- Identify only one strength OR one weakness, explaining it fully
- Identify one strength/weakness, but explanation will be partial and will probably not include any accurate reference to the basic concepts.

The candidate will present material, which partially addresses the question. There may be some errors of spelling, punctuation and grammar.

1-2 Answers will demonstrate only a limited knowledge and understanding. They will either:

- Identify one strength and one weakness without any explanation
- Identify one strength OR one weakness with partial explanation
- At the bottom of this band, answers will include only one without any explanation.

The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

0 No relevant points

AO2 (a) Interpretation and Analysis

- **Ability to accurately interpret and analyse with reference to the context**
- **Ability to show the effects of the strength on the stated research aim(s).**

7-8 Responses display the ability to select appropriate elements from the research design for analysis. At the top of this band, responses will clearly and accurately explain *how* each feature of the research design could be regarded as a strength and weakness in relation to the given context and the aims of the research. At the bottom of this band, answers will be less developed for the strength or weakness.

5-6 Responses display the ability to select **two** issues relating to strengths/weaknesses of the research design but analysis of these may be partial and lacking in depth and detail in terms of explaining how the strength and weakness affects the research aims. At the bottom of this band, one strength or one weakness may not be contextualised.

3-4 Responses display a basic ability to select and analyse by either:

- Selecting two features but analysis is generalised
- Selecting only one strength OR weakness with full analysis
- At the bottom of this band, responses will select one strength or weakness of the research design and analyse it partially.

1-2 Responses display a limited ability to select from appropriate elements of the research design by either:

- Selecting one strength and one weakness with no analysis
- Selecting either one strength or one weakness with partial analysis
- At the bottom of this band, responses will select one strength or weakness without any analysis.

The candidate will correctly select one strength but will leave this completely unexplained.

0 No relevant points.

(d) Outline and assess one method of collecting information about factors which cause employees to suffer from stress at work [30]

The most appropriate methods for this research are:

- Questionnaires
- Interviews
- Personal diaries
- Any other reasonable method.

Discussion of the research process is likely to select from the following:

- Sample size
- Access to a sample of employees
- Sampling method
- Response rates
- Operationalisation of key concepts (stress)
- Ethical considerations
- The relationship between the researcher and those being researched.

Knowledge and understanding of key research concepts should focus on one or more of the following:

- Validity of the method
- Reliability of the method
- Representativeness & Generalisability of the sample.

AO1 Knowledge and Understanding (inc. Presentation and Communication)

15-18 Answers display a range of knowledge and understanding of a research method by identifying and outlining an appropriate method of data collection. There should be a clear link established between the data collection technique and the context of the research ie what factors cause stress at work. Answers that build their responses around the context will be a hallmark of those located at the top of this band. Responses should demonstrate knowledge and understanding of the key research concepts and how their chosen method relates to the wider research process. The candidate will present material in a way that directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

10-14 Answers display some knowledge and understanding of one research method. Candidates who display a sound technical knowledge of the research method and concepts but who do not contextualise their responses may be placed at the top of this band. Candidates who focus on the context of the research design in a detailed, confident and accurate way but do not explicitly focus on one method may also be placed in this band. The candidate will present material in a way, which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

5-9 Answers display basic knowledge and understanding of one research Method. The hallmark of answers in this band will be generalised accounts of research methods with partial and/or confused reference to one or two concepts. At the bottom of this band, candidates are unlikely to make any accurate reference to the key concepts. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

- 1-4** Responses in this band will demonstrate a limited awareness of one method of data collection. At the bottom of this band there is likely to be a weak description of a single method. Any knowledge and understanding of the key concepts will be weak and inaccurate. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

- 0** No relevant points

AO2b Evaluation

Evaluative discussion is likely to focus on the following:

- *Strengths and weaknesses of the method*
- *Evaluation in terms of the basic research concepts*
- *Triangulation*
- *Ethical issues.*

- 10-12** Answers will evaluate a variety of the features of their chosen method of data collection and aspects of the wider research process. Responses at the top of this band will develop a sustained assessment of the method in relation to the specific task. At the bottom of this band, responses may express a judgment on the effectiveness of their chosen methods of data collection in relation to the key research concepts but may lack sustained contextualisation. Some answers will focus on a smaller range of issues in depth whilst others may cover a more comprehensive range.

- 7-9** Answers identify and develop some evaluation of the method in relation to the key concepts. At the top of this band, answers will evaluate the method using key concepts in a sustained way, but do not contextualize their response, or evaluation is contextualized well but not sustained throughout. At the bottom of this band there may be a tendency towards generalised commentary.

- 4-6** Answers offer a basic evaluation on a narrow range of predominantly practical issues related to general issues of data collection. Commentary will probably not be related to the research concepts. Typically this may be a short list of potential strengths and weaknesses left undeveloped and disconnected to the specific research task or evaluation may be focused purely on the strengths of the method.

- 1-3** Answers offer one or two comments, which relate to the chosen method of data collection. At this level the commentary will be limited and probably related to general issues of collecting data.

- 0** No relevant points.

TOTAL [60 MARKS]

2536 Power and Control

1 Outline and assess the view that there is no accurate way of measuring crime. [60]

Expect to see a clear understanding of the concepts, evidence and/or theories relevant to exploring whether there is an accurate measure of crime. Expect to see explicit references to ways of measuring crime. Responses may critically address official crime statistics, self report studies and victim surveys, interaction with policing and the judicial process and the role of the government. Relevant theories may include: Interactionism, Feminism, Marxism, Left realism.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Becker, Box, BCS, Wiles, Mars, Pearce, Graham and Bowling, Chambliss, Cicourel, Sutherland, Campbell, Young, Maguire, Holdaway, Pearson, Mayhew, Whitaker.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that there is no accurate way of measuring crime. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that there is no accurate way of measuring crime. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that there is no accurate way of measuring crime. Responses in this band are likely to provide a basic account of ways of measuring crime through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that there is no accurate way of measuring crime. This may focus on the a number of theories and issues, eg theoretical critiques of the official statistics on crime, improved understanding of the social profile of offenders, the critique of policing policy and procedures, the neglect of female offenders etc. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view in the question. Responses in this band will either be narrowly focussed on one issue eg critique of official statistics or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that crime and deviance are socially constructed and relative concepts. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the limitations of the different ways of measuring crime, the impact on theory, the over-concentration of youth crime, critiques of the official statistics in comparison with self-report studies or victim studies, the extent to which sociological understanding of crime and deviance has been improved by different ways of measuring crime, an examination of the word 'accurate' in the title.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that there is no accurate way of measuring crime or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

2 Outline and assess sociological explanations of social class differences in patterns of crime. [60]

Expect to see a clear understanding of theories/studies such as subcultural, Marxist, functionalist, feminist, interactionist, post-modernist, realist theory. Issues will be discussed such as the nature of class differences in patterns of crime, white collar crime, crimes of the powerful/corporate crime, the measurement of crime, the role of the law, the nature of policing, the significance of sub-culture. Concepts such as subculture, focal concerns, labelling, white collar crime, crimes of the powerful/corporate crime, relative deprivation, marginalisation, underclass, folk devils, moral panics, military policing, negotiation, discretion, will be used.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Merton, Cohen, Miller, Box, Chambliss, Snider, Sutherland, Pearce, Young, Becker, Murray, Cicourel, Hall, Hirschi.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to explanations of social class differences in patterns of crime. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to explanations of social class differences in patterns of crime. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant explanations of social class differences in patterns of crime. Responses in this band are likely to provide a basic account of sociological explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to explanations of social class differences in patterns of crime. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg gender and crime. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of sociological explanations of explanations of social class differences in patterns of crime. This may focus on theoretical explanations of offending relating to social class. Issues such as the social construction of statistics, the role of the law and policing, the nature of social class subcultures, power and inequality in society may be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of explanations of social class differences in patterns of crime. Responses in this band will either be narrowly focussed on one issue eg subculture thesis or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of social class differences in patterns of crime. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of, at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the inadequacy of different explanations, the continued relevance of social class, whether the statistics relating to offending are accurate, whether age, ethnicity and gender are more significant than social class in explaining patterns of crime.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about social class differences in patterns of crime or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

3 Outline and assess the view that the education system effectively prepares young people for their adult roles. [60]

Expect to see a clear understanding of a range of theories, such as Marxist, functionalist, feminist, Social Democratic, New Right. Issues may include: the selection function, the relationship between education and the economy, education and value consensus, the impact educational policy, the significance of New Vocationalism and gender socialisation. Expect to see responses using concepts such as equality of opportunity, meritocracy, value consensus, ideology, hegemony, correspondence principle, hidden curriculum, counter school culture, marketisation, vocationalism, socialisation, etc. with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Davis & Moore, Bowles & Gintis, Illich, Durkheim, Parsons, Reynolds, Giroux, Sharpe, Chubb & Moe, Finn, Cohen, Colley, Kelly, Willis.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the education system effectively prepares young people for their adult roles. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the education system effectively prepares young people for their adult roles. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the education system effectively prepares young people for their adult roles. Responses in this band are likely to provide a basic account of the relationship through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one relevant aspect of concepts, evidence or theory. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion of educational change. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of how the education system effectively prepares young people for their adult roles. This may focus specifically on the Marxist and functionalist analyses of the role of education in preparing and selecting pupils/students for the world of work. There may also be a focus on the socialisation of young people into gender roles. Specific issues such as the hidden curriculum, meritocracy, ideology, the correspondence principle may be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view that the education system effectively prepares young people for their adult roles. Responses in this band will either be narrowly focussed on one issue eg new vocationalism or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that the education system effectively prepares young people for their adult roles. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of functionalist and/or new right views of the effectiveness of the education system, the problematic nature of concepts such as meritocracy and equality of opportunity, critiques of New Vocationalism. Critiques of Marxist account may also be considered, eg from interactionist perspectives.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the education system effectively prepares young people for their adult roles, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

4 Outline and assess sociological explanations of gender differences in educational achievement. [60]

Expect to see a clear understanding of theories such as feminism, interactionism. Issues will be discussed such as labelling and teacher expectations, the changing nature of the labour market, feminisation of teaching, anti-school subcultures, socialisation, social class and masculinity, equal opportunity policies etc. Expect to see responses using concepts such as socialisation, labelling, self-fulfilling prophecy, crisis of masculinity, anti-school culture, stereotyping with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Spender, Stanworth, French, Mahony, Mitsos & Browne, Willis, Wragg, Colley, Kelly, Sharpe, Mac an Ghaill, Mirza, Fuller, Abraham, Weiner, Arnot and David; Epstein, Francis.

Assessment objective 1: Knowledge and Understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to gender differences in educational achievement. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to explanations of gender differences in educational achievement. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to explanations of gender differences in educational achievement. Responses in this band are likely to provide a basic account of gender differences in achievement through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to explanations of gender differences in educational achievement. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about socialisation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of cultural factors in explaining gender differences in educational achievement. This may focus on a number of theories and issues such as the significance of gender role socialisation, classroom interaction, the impact of equal opportunities policies, changes in the curriculum and assessment methods, the changing nature of the labour market, sub cultural responses, the 'crisis' of masculinity etc. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of explanations of gender differences in educational achievement. Responses in this band will either be narrowly focussed on one issue eg males underachievement, or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of explanations of gender differences in educational achievement. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of theoretical perspectives, the extent to which gender is significant, the empirical support for concepts such as the crisis of masculinity, the contradictory nature of educational policies etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about explanations of gender differences in educational achievement or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

5 Outline and assess the view that health and illness are socially constructed. [60]

Expect to see a clear understanding of what is meant by 'socially constructed'. Expect to see a range of theories, such as interactionism, postmodernism, realism, social constructionist approaches. Issues will be discussed such as the contested nature of definitions of health and illness, the relativity of health and illness, the measurement of mortality and morbidity, the doctor-patient relationship, the medicalisation of health and illness, the role of the medical professions, the bio-medical model, health and illness in relation to social class, gender and ethnicity, mental illness and disability as social constructs. Expect to see responses using concepts such as morbidity, mortality, artefact, sick role, bio-medical model, social construction, medicalisation, relativity.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Blaxter, Illich, Hellman, McKeown, Oakley, Oliver, Szasz, Scheff, Sheeran.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that health and illness are socially constructed. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that health and illness are socially constructed. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that health and illness are socially constructed. Responses in this band are likely to provide a basic account of the view that health and illness are socially constructed through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that health and illness are socially constructed. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg discussion about the NHS. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that health and illness are socially constructed. This may focus on a number of issues such as how health and illness are measured, changing expectations and perceptions of health, the role of the medical professions in constructing health and illness, changing patterns of health and illness, the sick role. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view that health and illness are socially constructed. Responses in this band will either be narrowly focussed on one issue eg the role of the medical profession or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that health and illness are socially constructed. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the difficulties in defining and measuring health and illness, the continued validity of the bio-medical model, the realist critique of the social constructionist approach etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising sociological explanations about the view that health and illness are socially constructed, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

- 6 Outline and assess the view that cultural factors are responsible for class inequalities in morbidity and mortality. [60]**

Expect to see a clear understanding of theories such as cultural and materialist theories of health inequalities, feminism, social constructionist, New Right. Issues will be discussed such as values and attitudes, the culture of poverty, the behaviour of people in relation to social class, age, gender, ethnicity, knowledge about health, diet and access to health care, the impact of capitalism on health.

Expect to see responses using concepts such as mortality, morbidity, culture of poverty, underclass, risk, cultural deprivation/deficit, socialisation, fatalism, immediate gratification.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Townsend, Black Report, Health of the Nation, MacIntyre, Blaxter, New Right writers (eg Murray).

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that cultural factors are responsible for class inequalities in morbidity and mortality. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that cultural factors are responsible for class inequalities in morbidity and mortality. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that cultural factors are responsible for class inequalities in morbidity and mortality. Responses in this band are likely to provide a basic account of the view through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that cultural factors are responsible for class inequalities in morbidity and mortality. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg material factors. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organizes relevant material to provide a clear analysis of the view that cultural factors are responsible for class inequalities in morbidity and mortality. This may focus on theoretical perspectives eg new right or on specific issues such as the culture of poverty, lack of knowledge about diet, exercise, access to health care, the nature of risk. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view. Responses in this band will either be narrowly focussed on one issue eg diet, or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one point relevant to the view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the measurement and social construction of morbidity and mortality, the importance of material factors in determining health, the impact of patriarchy and/or racism, the organisation and priorities of the NHS etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

7 Outline and assess the view that masculine identities are constructed by the culture industries. [60]

Expect to see a clear understanding of theories such as Marxism, interactionism, feminism, post modernism. Issues will be discussed such as the nature of the culture industries, the significance of popular culture, the nature of masculine identities, the decline of traditional sources of masculine identity, the significance of consumption, lifestyle choices in relation to fashion, music etc. Expect to see responses using concepts such as style, culture, lifestyle, scene, subcultures, popular culture, consumption, globalization, logo, branding, resistance, hegemonic masculinity, complicit masculinity, metro-sexual, new man, with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Mac an Ghaill, Connell, Abbott, Mason, Rojek, Hebdige, Jenkins, Miller, Frith, Willis, Entwistle.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that masculine identities are constructed by the culture industries. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the view that masculine identities are constructed by the culture industries. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that masculine identities are constructed by the culture industries. Responses in this band are likely to provide a basic account of the view that masculine identities are constructed by the culture industries through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that masculine identities are constructed by the culture industries. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about popular culture. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that masculine identities are constructed by the culture industries. This may focus on theoretical accounts of the construction of identities, the nature and significance of the culture industries, the importance of consumption, the impact of globalization, the nature of specific styles, types of masculinities, subcultures, scenes. Specific concepts and issues such as logos, brands, lifestyle, popular culture, globalization, identities may be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view that masculine identities are constructed by the culture industries. Responses in this band will either be narrowly focused on one issue eg consumption and identities or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that masculine identities are constructed by the culture industries. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one point relevant to the view that masculine identities are constructed by the culture industries. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning definitions of identity, whether identity is related to choice, the importance of resistance to the culture industries eg subcultures, traditional sources of identity eg ethnicity, age, etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that masculine identities are constructed by the culture industries or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0] No relevant evaluative points.

- 8 Outline and assess the view that popular culture is the dominant culture in the contemporary UK. [60]**

Expect to see a clear understanding of theories such as Marxism, critical theory, post modernists, feminism, the distinction between popular culture, folk culture, high culture etc, the significance of globalisation, the importance of the mass media. Expect to see responses using concepts such as culture, folk, culture, high culture, identity, globalisation, diversity, style, branding, consumption.

Expect to see a range of writers referred to. There may be references to studies and/or theories such as: Taylor; Hall; CCCS; Strinati; Marcuse; Habermas, McRobbie

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theories related to the view that popular culture is the dominant culture in the contemporary UK. In this band candidates will present a balanced, logical and coherent answer which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and/or theories relevant to the view that popular culture is the dominant culture in the contemporary UK. Accurate references to at least one theory will be made and application of data to concepts will either be detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to explaining the view that popular culture is the dominant culture in the contemporary UK. Responses in this band are likely to provide a rather basic account of to the view that popular culture is the dominant culture in the contemporary UK through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relating to the view that popular culture is the dominant culture in the contemporary UK. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about leisure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that popular culture is the dominant culture in the contemporary UK. This may focus on a number of theories and issues such as postmodern theories or media and popular culture, the importance of globalisation, how identities are constructed, diversity and choice, the differences between types of culture, the role of the leisure industries.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of aspects of the view that popular culture is the dominant culture in the contemporary UK. Responses in this band will either be narrowly focused on one issue eg general analysis of popular culture or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that popular culture is the dominant culture in the contemporary UK. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one appropriate point relevant to the view that popular culture is the dominant culture in the contemporary UK. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the relativity of culture, the problem with definitions of types of culture, resistance to popular culture, the continuing influence of high culture, the validity of theories such as post-modernism.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about the view that popular culture is the dominant culture in contemporary UK or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0 marks] No relevant evaluative points.

9 Outline and assess Marxist approaches to welfare provision and policies. [60]

Expect to see a clear understanding of Marxist theory. Issues will be discussed such as ideologies of welfare, social, political and economic changes, the changing nature of welfare policies and provision, the impact of welfare policies and provision on different social groups. Expect to see responses using concepts such as collectivism, individualism, selectivism, universalism, ideology, hegemony, legitimisation, ideological state apparatus, welfare pluralism, capitalism.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Ginsberg, Offe, Gough, Miliband, Kincaid, O'Connor, Barrett, Levitas.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to Marxist theories of welfare. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to Marxist theories of welfare. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to Marxist theories of welfare. Responses in this band are likely to provide a basic account of Marxist theories through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to Marxist theories of welfare. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of Marxist theories of welfare provision. This may focus on a detailed discussion of Marxist approaches to theory and issues such as shifts in policy in relation to welfare, the significance of ideologies, the relationship between welfare policies and provision and the economy, capitalism and welfare, the nature of inequalities in society. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of Marxist theories of welfare. Responses in this band will either be narrowly focussed on one issue eg universal welfare provision, or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of Marxist theories of welfare. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the validity of different perspectives within Marxism, the adequacy of Marxist approaches, critiques from other perspectives, the ideological basis of Marxist approaches, the declining significance of social class.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about Marxist theories of welfare provision, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

10 Outline and assess the view that the welfare state has reduced social inequalities.**[60]**

Expect to see a clear understanding of theories such as social democratic, Marxist, feminist, New Right, third way. Issues will be discussed such as the historical role of the welfare state in social democratic theory, the promotion of social justice, the significance of citizenship, distinctions between equality and equality of opportunity, the importance of universal welfare provision, the extension of rights, notions of equality eg economic, social etc. Expect to see responses using concepts such as social policy, state welfare, collectivism, individualism, underclass, citizenship, patterns of welfare provision relating specifically to class, gender and ethnic inequalities, egalitarianism, social justice, the welfare dividend, etc.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Keynes; Beveridge; Marshall; Titmuss; Townsend; Le Grand; Blakemore; Field; Barrett; Lister; Ginsberg; Walker.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state has reduced social inequalities. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the welfare state has reduced social inequalities. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the welfare state has reduced social inequalities. Responses in this band are likely to provide a basic account of the view that the welfare state has reduced social inequalities through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the welfare state has reduced social inequalities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the view that the welfare state has reduced social inequalities. This may focus on a number of theories and issues such as: the social democratic view that the welfare state should aim to reduce inequalities caused by market forces and that all have a right to welfare, the Marxist critique of the welfare state, the neo-Weberian emphasis on the institutional racism found in areas of the welfare state and the New Right emphasis on the view that the welfare state undermines individual responsibility to tackle class and racial inequality. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state has reduced social inequalities. Responses in this band will either be narrowly focussed on one issue eg gender and the welfare state, or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that the welfare state has reduced social inequalities. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one point relevant to the view that the welfare state has reduced social inequalities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the contrast between the different theoretical approaches to the welfare state and its functions, the third way adopted by New Labour, post modernist views of welfare etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the welfare state controls some social groups, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

11 Outline and assess the relationship between economic deprivation and political action. [60]

Expect to see a clear understanding of what is meant by economic deprivation and political action. Expect to see a clear understanding of theories such as Marxism, feminism, left realism and of the concept of political action. Issues will be discussed such as urban decline and urban renewal, the nature of material and social deprivation, the growth of poverty, relative deprivation and marginalisation, social exclusion, the decline of support for and membership of political parties, the significance of direct action eg riots.

Expect to see responses using concepts such as marginalisation, racism, relative deprivation, unemployment, direct action, resistance, social exclusion, underclass, with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Klein, Hallsworth, Scott, Giddens, Beck, Habermas, Gilroy, Marcuse, Beynon, Coxall, Campbell, Kundnani.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the relationship between deprivation and political action. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the relationship between deprivation and political action. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the relationship between deprivation and political action. Responses in this band are likely to provide a rather basic account of explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the relationship between deprivation and political action. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about deprivation, unrelated to political action. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organises relevant material to provide a clear analysis of the sociological explanations of the importance of direct action for new social movements. This may focus on several explanations and issues such as social exclusion, racial discrimination, institutional racism, relative deprivation and marginalisation, the significance of economic factors eg unemployment and poverty, the decline of support for and membership of mainstream political parties. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of sociological explanations of the relationship between deprivation and political action. Responses in this band will either be narrowly focussed on one issue eg youth and direct action, or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of sociological explanations of the relationship between deprivation and political action. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one point relevant to the view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [0-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacies of theoretical explanations, continuities of political action over time eg the history of urban riots, the lack of empirical evidence for the relationship between deprivation and particular types of political action etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the relationship between deprivation and political action or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or a list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and or derived from common sense.

[0 marks] No relevant evaluative points.

- 12 Outline and assess the view that the growth of new social movements reflects a search for identity. [60]**

Expect to see a clear understanding of theories such as Marxism, feminism, postmodernism, post-structuralism. Issues will be discussed such as theories of new social movements, the nature of identity and how this relates to new social movements, the decline of social class as a source of identity, the relationship between political ideology and new social movements. There may be a focus on particular new social movements eg environmental movements.

Expect to see responses using concepts such as old social movements, identities, risk, reflexivity, globalization, ideology, direct action, pressure groups, bundle, branding, with confidence.

Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Touraine; Marcuse; Scott; Hallsworth; Giddens; Klein; Inglehart; Melucci; Beck; Hall; Habermas.

Assessment objective 1: Knowledge and understanding [0-28 marks]

[22-28 marks] Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the growth of new social movements reflects a search for identity. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

[15-21 marks] Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the view that the growth of new social movements reflects a search for identity. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

[8-14 marks] Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theories relevant to the view that the growth of new social movements reflects a search for identity. Responses in this band are likely to provide a basic account of the view that the growth of new social movements reflects a search for identity through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

[1-7 marks] Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the growth of new social movements reflects a search for identity. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg a general discussion about new social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0 marks] No relevant sociological points.

Assessment objective 2(a): Interpretation and analysis [0-16 marks]

[13-16 marks] Selects and organizes relevant material to provide a clear analysis of the view that the growth of new social movements reflects a search for identity. This may focus on different theories of identity, the relationship between identity and gender, ethnicity, social class etc, the impact of globalization. There may be a focus on particular new social movements eg animal rights, environmental issues. Specific concepts and issues such as identities, ideology, direct action, risk, globalization, pressure groups, old social movements, branding may be discussed. Responses in this band will clearly address the question.

[9-12 marks] Selects and interprets relevant material to provide an appropriate analysis of the view that the growth of new social movements reflects a search for identity. Responses in this band will either be narrowly focused on one issue eg globalization and identity or offer a less developed analysis of a range of issues.

[5-8 marks] Selects some relevant material to provide a basic analysis of the view that the growth of new social movements reflects a search for identity. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

[1-4 marks] Refers to, and makes a limited interpretation of at least one point relevant to the view that the growth of new social movements reflects a search for identity. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

[0 marks] No relevant sociological points.

Assessment objective 2(b): Evaluation [10-16 marks]

[13-16 marks] Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning whether new social movements reflect a search for identity or have developed for other reasons eg the failure of old social movements, the difficulty of establishing fundamental differences between old social movements, pressure groups and new social movements, the continuing relevance of other sources of identity eg ethnicity, social class, the adequacies of particular theories, the importance of political and/or economic interests for some new social movements eg feminism, etc.

[9-12 marks] Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarizing some arguments about the view that the growth of new social movements reflects a search for identity or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

[5-8 marks] Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

[1-4 marks] Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

[0 marks] No relevant evaluative points.

2537 Applied Sociological Research Skills

- (a) Using only Item A, identify two reasons why it was possible to make generalisations about the data collected. [6]

AO2(a) Interpretation and Analysis

[0-6 marks]

Reward answers which refer to any two of:

- (iii) *It was a large scale study*
- (iv) *The respondents came from 12 regions in Britain*
- (v) *The survey asked about different types of debt / expenditure*
- (vi) *Male and female students both included*
- (vii) *Use of a survey – acceptable if there is reference to quantitative data*
- (iv) *Any other reasonable response*

4-6 The candidate shows the ability to select and analyse two reasons why it was possible to make generalisations about the data collected. At the top of this level both reasons will be clearly selected and explained in relation to making generalisations about the data collected. At the bottom of this level two reasons will be accurately selected but not explained or one reason will be accurately selected and explained and the other will be less clear.

1-3 The candidate displays some ability to select and analyse two reasons why it was possible to make generalisations about the data collected. At the top of this level, the candidate will display some ability to select and analyse one/two reasons why it was possible to make generalisations about the data collected. Responses will either offer one reason with an explanation or two reasons and one will be partial. At the bottom of this band answers will be limited. Only one reason may be offered with a partial explanation or two reasons identified in a partial way that is they are likely to be confused or expressed in an unclear manner.

0 No Relevant Sociological Points (NRSP)

NB: *Candidates who introduce reasons from outside the Item should **not** be rewarded for this material.*

- (b) Identify and explain two advantages of using a large scale survey to research spending money given to 11 to 16 year olds by their parents/guardians. [8]

Advantages

- *Can collect quantitative data*
- *Positivists will see it as an advantage*
- *Data likely to be reliable*
- *Likely to obtain lots of information*
- *Will be possible to identify patterns and trends*
- *Can achieve representativeness*
- *Can generalise*
- *Any other reasonable response*

- *Comments relating to (i) Cost (ii) Time (iii) Ease, only to be credited if explained in relation to the context / non survey method*

AO1 Knowledge and Understanding

[0-8 marks]

- 7-8** The candidate shows wide-ranging and detailed knowledge and understanding of two advantages. The candidate presents material so that it addresses the context of the spending money given to 11-16 year olds by their parents. Responses will accurately address relevant key concepts. There will be few if any errors of grammar, punctuation or spelling.
- 5-6** The candidate displays knowledge and understanding of two advantages of using a large scale survey to research the spending money given to 11-16 year olds by their parents. One may be explained more clearly than the other. The candidate should present material so that it addresses the context. There may be occasional errors of grammar, punctuation or spelling.
- 3-4** The candidate displays basic knowledge and understanding of two advantages. Candidates who only present one advantage should not be rewarded above this level.
- 1-2** The candidate will display limited knowledge and understanding of one advantage. Errors of grammar, punctuation and spelling may be noticeable and distracting.
- 0** No Relevant Sociological Points (NRSP).

(c) Summarise the findings of the research in Item A.**[10]**

Candidates may include the following:

From the text:

- *Students used a combination of methods to pay for their studies*
- *Paid work is the most common way of funding studies*
- *Variation according to region re paid work – 44% in East Midlands, 67% Scottish*
- *2/3rds of students from Northern Ireland received money from their parents, 41% in the North East*
- *Half of students had debts of over £7,000*
- *82% expected to leave university with debts*

From the table:

- *As many points with accurate statistical support as possible*
- *Females prioritise 'essentials' i.e. Accommodation, over 'desirables' ie. Leisure*
- *Differences described in % / proportion i.e. Men spend a third more in pubs than women.*
- *Similarities in spending amounts i.e. food*

Expect to see terms such as high, low, greatest, smallest, least, in comparison, difference patterns, trends, and so on.

Points should be supported by accurate references to the textual material and/or the statistical data.

AO2(a) Interpretation and Analysis**[0-10 marks]**

- 8-10** The candidate clearly shows the ability to select from and analyse a wide range of data, identifying key trends / patterns from the research findings in ITEM A. Candidates should support their answers with reference to accurate material from the text and statistics from the table.
- 6-7** The candidate will show the ability to select from and analyse a range of the findings identified in ITEM A. Responses will be partially supported by reference to accurate material and statistics.
- 4-5** The candidate shows basic ability to select and analyse a range of the findings identified in ITEM A. These answers may be list-like. Answers may describe the data rather than analysing it. Some answers may focus on one type of data but in a detailed way.
- 1-3** The candidate displays limited ability to select and summarise some of the findings identified in ITEM A. Candidates will probably only identify a limited range of data. Candidates who only refer to text will be in this band.
- 0** No Relevant Sociological Points (NRSP).

- (d) Outline and explain the research process that you would adopt in collecting qualitative data to find out the employment experiences of graduates in the first five years after leaving university. [14]

Candidates are likely to focus on:

- 1 **The research process** (may include some of)
 - *Background research*
 - *Aims/research question*
 - *Any technique / sampling method is appropriate if properly explained and justified*
 - *Theoretical considerations*
 - *Pilot study*
 - *Access*
 - *Operationalisation of concepts (employment experiences)*
 - *Method/s of collecting qualitative data (semi-structured/unstructured interviews, questionnaires using open ended questions)*
 - *Ethical concerns*
 - *Relevant key research concepts*
 - *Any other reasonable point*
- 2 **The research context** (NB "Local area" not required)
 - *Graduates*
 - *First five years after leaving university*
 - *Employment experiences*

AO1 Knowledge and Understanding

(0-6 marks)

- 4-6** The candidate will show wide ranging and detailed knowledge and understanding of the research process. Candidates at the top of this level will clearly contextualise their response. At the bottom of this level the candidate will show some knowledge and understanding of the research process. This may be under-developed. The candidate will present material in a way that directly answers the question. There will be few if any errors of grammar, punctuation or spelling.
- 1-3** The candidate will display basic knowledge and understanding of selected elements of the research process. At the top of this level, the candidate will present material in a way that at least partly addresses the context of the question. At the bottom of this level the research responses will be limited. The research context may be ignored and the response is likely to focus on only one element of the process. Candidates may use inappropriate methods such as closed question questionnaires or postal questionnaires.
- 0** No Relevant Sociological Points (NRSP).

AO2 [0-8 marks]

7-8 The candidate will show the ability to explain and justify their choice of the research process. At the top of this level candidates will make links between key concepts, context and the research design. Responses are likely to address issues of reliability, validity, representativeness and/or generalisability accurately. Validity should be explicit the rest may be implicit.

5-6 The candidate will show some ability to explain their choice of research process and justify some elements of that process. The key research concepts and/or theory may be addressed in an undeveloped way.

3-4 The candidate will show basic ability to explain some elements of the research process. Some candidates may focus on a narrow range of elements of that process.

Responses which address issues of reliability, validity, representativeness and/or generalisability in a partial and/or confused way are likely to be in this level.

1-2 The candidate will display limited ability to explain one or two aspects of the research process/method. There may be a weak description of one/two key research concepts. Candidates may use inappropriate methods such as closed question questionnaires or postal questionnaires.

0 No Relevant Sociological Points (NRSP).

(e) Assess the potential weaknesses of your research proposal, briefly explaining how you intend to overcome them. [22]

AO1 Knowledge and Understanding**[0-14 marks]**

11-14 The candidate will show a wide ranging and detailed knowledge and understanding of the potential weaknesses of the research process in relation to the research context. Responses will use relevant key research concepts accurately. The means of overcoming weaknesses will be clearly stated in a way that addresses the research context. At the top of this level candidates will accurately address theoretical issues in relation to the context and the research process. At the bottom of this level candidates may address theoretical issues. They should address one/two of the key concepts. There will be few if any errors of grammar, punctuation or spelling.

8-10 The candidate will display a wide range or detailed knowledge and understanding of the potential weaknesses of the research process. Some appropriate means of overcoming these weaknesses should be suggested though there may be a tendency to identify weaknesses rather than come up with solutions or suggest solutions to implicit weaknesses. Candidates will address the research context at least on occasion. There may be occasional errors of grammar, punctuation or spelling.

- 5-7** The candidate will demonstrate basic knowledge and understanding of the potential weaknesses of the research process. Responses may focus on the method/s rather than the whole research process. Some basic solutions may be offered. The response may only partially address the research context. Responses that do NOT address the context will not be placed above this band.
- 1-4** The candidate will display limited knowledge and understanding of one/two potential weaknesses associated with the method or process. There is likely to be minimal reference to solutions. Solutions will be 'common sense' in nature. The response may not be related to the context of the research. Errors of grammar, punctuation or spelling may be noticeable and intrusive.
- 0** No Relevant Sociological Points (NRSP).

AO2(b) Evaluation [0-8 marks]

- 7-8** The candidate will show the ability to evaluate the research and offer a range of sociological solutions to the weaknesses identified. These will clearly address the research context. Relevant key research concepts will be explicitly and accurately addressed.
- 5-6** The candidate will show the ability to evaluate some aspects of the research process and suggest some sociological solutions to the weakness identified, though these may not be fully explored. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics should be addressed though this may be more implicit than explicit.
- 3-4** The candidate will show the ability to make a basic evaluation of their research process. Some responses may focus on the method/s. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics may be addressed. Solutions will be basic.
- 1-2** The candidate will show limited understanding of at least one/two issues with regard to the research process/method/s. If offered solutions are likely to be based on common sense.
- 0** No Relevant Sociological Points (NRSP).

2539 Social Inequality and Difference

- 1 (a) Using Item A, identify the two types of apprenticeship most dominated by men. (6 marks)

Award one mark for the identification of the apprenticeship and up to two marks for the use of evidence (%) from item A to support each. Each type is worth a maximum of 3 marks. To be awarded full marks the response must use the data from Item A.

The apprenticeships are:

- Construction, with 99% men to 1% women
- Engineering, with 97% men to 3% women

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse the two apprenticeships from Item A. The data will be taken from Item A, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse data on apprenticeships from Item A. The data will be taken from Item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

- (b) Using Item B, identify two features of the builders' masculine practices. (6 marks)

Each feature is worth a maximum of 3 marks.

The features are:

- Shop floor culture
- General game playing, having the crack, a laugh, conflict with those in authority (can be awarded separately)
- Conversations around; drinking, playing, fighting, hard
- Group loyalty

AO2 (a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two features of the builders' masculine practices. The two ways will be taken from Item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse two features of the builders' masculine practices. The ways will be taken from Item B, and there is likely to be some use of evidence used in support.

0

No relevant sociological points.

- (c) Briefly explain one advantage and one disadvantage of using participant observation to research the culture of workers on a building site.

(12 marks)

Indicative content (other valid points may be offered, if in doubt check with your TL)
Allow either covert and/or overt

Advantages include;

- Validity
- Rich qualitative data good for culture
- Rapport between researcher/researched
- In the field/natural environment

Disadvantages include;

- Access
- Ethics
- Recording data/field notes
- Reliability
- Time transcribing
- Researcher imposition
- Going native/losing objectivity
- Social characteristics of the researcher

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using participant observation to research the culture of workers on a building site. In this band the ads/disads selected will be clearly relevant to research on researching the culture of workers on a building site.

7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage of using participant observation to research the culture of workers on a building site. In this band the points selected are likely to be generalised and not related directly to researching the culture of workers on a building site. Responses in this band may be unbalanced or there may be a list of three or four issues left undeveloped.

4-6

Selects some relevant material to provide some analysis of one advantage and one disadvantage of using participant observation to research the culture of workers on a building site. Responses in this band may select and analyse one ad/disad and relate it to the context, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to one advantage and one disadvantage of using participant observation to research the culture of workers on a building site. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) **Using your wider sociological knowledge, outline the evidence to show that the working class is disadvantaged in the contemporary UK. (22 marks)**

Indicative content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate that the working class is disadvantaged in the contemporary UK. Answers are likely to draw on topics such as; education, crime, health, workplace, welfare, politics. Concepts are likely to appear, such as; life chances, immediate gratification, fatalism, de-skilling, re-skilling, proletarian traditionalists, proletarianization, routine white collar workers, exclusion, social capital, material deprivation, relative poverty, cycle of poverty, dependency, social exclusion, life chances, marginalisation, relative deprivation, situational constraints, inverse care law, labelling, selective policing. Empirical evidence may come from organisations such as the Low Pay Unit, Department for Work and Pensions. Studies may be used such as Roberts and Marshall. Theoretical evidence is likely to draw on Marxism. Evidence should be used from across the options they have studied.

AO1: Knowledge and Understanding

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to working class disadvantage in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and/or theories covered in detail. There will be a clear emphasis on contemporary material at the top of this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to working class disadvantage in the contemporary UK. Answers in this band will be more partial than in the band above and will either have depth or breadth to them, dealing with a limited range of evidence in depth or a broad range of ideas and evidence with a lack of depth. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to working class disadvantage in the contemporary UK. Answers in this band are likely to be generalised accounts of disadvantage in the UK. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to working class disadvantage in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

(e) Outline and assess feminist explanations of gender inequality in the workplace in the contemporary UK (44 marks)

AO1: Knowledge and Understanding (20 marks)

Indicative content (other valid points may be offered)

Expect to see references to a range of different feminist theories and concepts covered in some depth/breadth in the top band. The main emphasis of top band answers should be on the range of feminist explanations offered for gender inequality in the workplace, focusing on issues such as pay, promotion, harassment/discrimination, workplace experiences. Concepts such as; glass ceiling, concrete ceiling, leaky pipeline, horizontal and vertical segregation, reserve army of labour, dual career, triple systems, human capital, patriarchy, sexism, harassment and discrimination. Feminist theories such as Liberal, Marxist, Radical, Black, Preference and post modern views may appear. Expect to see writers such as Walby, Hartmann, Oakley and Hakim,

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to feminist explanations of gender inequality in the workplace in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theories in this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related feminist explanations of gender inequality in the workplace in the contemporary UK. Answers in this band will contain an awareness of the range of explanations/concepts of gender inequality but will not cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as gender inequality in senior positions, or with a broader range of ideas without clear evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to feminist explanations of gender inequality in the workplace in the contemporary UK. Answers in this band are likely to be generalised accounts of feminist theories or descriptions of gender inequality with little focus on the workplace. Answers will contain some knowledge although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to feminist explanations of gender inequality in the workplace in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding

Assessment Objective 2(b): Evaluation

(24 marks)

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

Feminists disagree in their explanations for gender inequality in the workplace and this is likely to provide the opportunity for clear evaluative skills. There is a clear argument between the liberal, Marxist and radical feminist approaches on what is the cause of workplace inequality. The debate between these approaches and those located within preference theory/human capital theories is likely to appear in stronger answers. Juxtaposed answers are likely to offer the liberal, Marxist, radical and post feminist views (of which Hakim and preference theory could be placed), although they will fail to develop the points of disagreement.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on feminist explanations of gender inequality in the workplace. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. Answers in this band are will focus on theoretical debate in some depth. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on feminist explanations of gender inequality in the workplace. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. Answers in this band will show an awareness of theoretical debate, but will fail to develop this much beyond juxtaposition.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on feminist explanations of gender inequality in the workplace. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the extent to which women face a glass ceiling. Answers at the bottom of this band will show a more than a simple understanding of evaluative points.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on feminist explanations of gender inequality in the workplace. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.

- 2 (a) Using Item A, identify the two occupational groups within which there is the smallest difference between the percentage of people defining themselves as working class and the percentage defining themselves as middle class. (6 marks)

Award one mark for the identification of the occupational group and up to two marks for the use of evidence (%) from item A to support the difference. Each difference is worth a maximum of 3 marks.

The two occupational groups showing the smallest % difference are:

- Sales assistants, the difference between 42% and 40%
- Local government officers, the difference between 52% and 41%

AO2(a): Interpretation and Analysis

4-6

Shows the ability to select and analyse the two occupational groups showing the smallest % difference from item A. The data will be taken from item A, and there will be the use of evidence to support both differences.

1-3

Shows some ability to select and analyse the two occupational groups showing the smallest % difference from item A. The data will be taken from item A, and there is likely to be some use of evidence to support them.

0

No relevant sociological points.

- (b) Using Item B, identify two findings from the 2003 British Social Attitudes Survey. (6 marks)

Each finding is worth a maximum of 3 marks.

The findings are:

- Class identity is in decline
- Class identity is not dead
- Most commonly cited identity was being a 'parent', at 24%
- Class identity was the second most popular identity
- 13% of respondents cited being working class
- Only 2% as middle class as important
- Class identity is heavily gendered, more males than females citing it as important.

AO2 (a): Interpretation and Analysis

4-6

Shows the ability to select and analyse two findings from the survey. The two findings will be taken from Item B, and there will be the use of evidence to support both.

1-3

Shows some ability to select and analyse some of the data from the survey. The findings will be taken from Item B, and there is likely to be some use of evidence used in support.

0

No relevant sociological points.

- (c) Briefly explain one advantage and one disadvantage of using structured questionnaires to research changing class identities in the UK. (12 marks)

Indicative content (other valid points may be offered, if in doubt check with your TL)

Advantages include:

- Ease of administration
- Reliability – can research change over time
- Representativeness
- No interviewer effect
- Potential large sample size

Disadvantages include:

- Low validity
- Low response rate
- Question misinterpretation
- Operationalisation of class identity

AO2 (a): Interpretation and Analysis

10-12

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using structured questionnaires to research changing class identities. In this band the factors selected will be clearly relevant to research on changing class identities

7-9

Selects relevant material to provide an analysis of one advantage and one disadvantage sociologists may face when using structured questionnaires to research changing class identities. In this band the points selected are likely to be generalised and not related directly to research on changing class identities. Responses in this band may be unbalanced or there may be a list of three or four points left undeveloped.

4-6

Selects some relevant material to provide some analysis of one advantage and one disadvantage sociologists may face when using structured questionnaires to research changing class identities. Responses in this band may select and analyse one ad/disad and relate it to changing class identities, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

1-3

A limited interpretation of material relevant to one advantage and one disadvantage sociologists may face when using structured questionnaires to research changing class identities. There is likely to be inaccuracy or very brief answers.

0

No relevant sociological points.

- (d) **Using your wider sociological knowledge, outline the evidence to show that some social groups are disadvantaged in the contemporary UK. (22 marks)**

Indicative content (other valid points may be offered)

Knowledge may be drawn from any part of the specification in order to illustrate the evidence to show that some social groups are disadvantaged in the contemporary UK. The social groups should be selected from; underclass, working class, women, children, youth, single parent families, the elderly, people with disabilities, some ethnic groups, homeless and groups experiencing poverty. The disadvantages are likely to focus on topics such as education, crime, health, media, politics, welfare provision and workplace. An array of concepts are likely to appear, such as; exclusion, life chances, ethnic penalty, poverty, marginalisation, relative deprivation, status, labelling, polarisation, discrimination, situational constraints. Empirical evidence may come from organisations such as the Low Pay Unit, Joseph Rowntree Foundation, CPAG, EOC, CRE. Studies may be used from across the specification, and theories may draw on Marxism or Weberianism. The crucial issue to bring out is that some social groups are more likely than others to be disadvantaged in the contemporary UK, evidence should be used from across the options studied.

AO1: Knowledge and Understanding

18-22

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to the social groups who are disadvantaged in the contemporary UK and may focus on material and/or social disadvantage. Answers in this band will contain a range of sociological concepts, evidence and/or theories covered in detail. There will be a clear emphasis on contemporary material at the top of this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

12-17

Responses will show a wide ranging *or* detailed knowledge and understanding of concepts, evidence and/or theories related to the social groups who are disadvantaged in the contemporary UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with a limited range of social groups in depth or a broad range of groups with a lack of evidence on disadvantages. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-11

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to the social groups who are disadvantaged in the contemporary UK. Answers in this band are likely to generalised accounts of social groups and disadvantage. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to the social groups who are disadvantaged the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

- (e) **Outline and assess Marxist explanations of the class structure in the contemporary UK.** (44 marks)

AO1: Knowledge and Understanding (20 marks)

Indicative content (other valid points may be offered)

Expect to see references to a range of different Marxist ideas and concepts covered in some depth/breadth in the top band. The main emphasis of top band answers should be on the range of Marxist explanations and should differentiate between traditional and neo Marxist offerings. The focus of the answer should be on the class structure as it is in the contemporary UK, and answers do not require a focus on change to be awarded full marks. Concepts such as; polarisation, proletarianisation, oppression, exploitation, ideology, petit bourgeoisie, lumpen proletariat, deskilling, reserve army of labour, divide and rule, legitimisation, unified and divided class, racialised class fractions, cultural reproduction. Expect to see writers such as Wright, Savage, Braverman, Miles and Bowles and Gintis.

16-20

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to Marxist explanations of the class structure in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different interpretations of Marxist theory in this band, and candidates will move the discussion beyond the polarisation/proletarianisation debate. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

11-15

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of the class structure in the contemporary UK. Answers in this band will contain an awareness of the range of Marxist explanations/concepts of the class structure but will not cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as the class position of manual workers, or with a broader range of ideas without clear evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

6-10

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to Marxist explanations of the class structure in the contemporary UK. Answers in this band are likely to be generalised accounts of Marxism and/or the class structure. Answers will contain some knowledge of sociological explanations of either Marxism or the class structure although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

1-5

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to Marxist explanations of the class structure in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

0

No relevant sociological knowledge or understanding.

Assessment Objective 2(b): Evaluation**(24 marks)**

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

Traditional Marxists and neo Marxists show differences in their explanations for the class structure and this is likely to provide the opportunity for clear evaluative skills. The traditional explanations will give precedence to the economic arguments and the neo Marxists do accept that the economy may be influenced by cultural factors. In this sense neo Marxists cannot really be described as economic determinists. There is a clear argument between the Marxists economic argument and the Weberian status arguments to explaining the class structure which is likely to feature in responses in L3 and L4. Juxtaposed answers are likely to offer the Weberian, functionalist and possibly post modern explanations as alternatives to Marx, although they will fail to develop the points of disagreement.

18-24

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on Marxist explanations of the class structure. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. Answers in this band are likely to focus on the Marxist/Weberian debate in some depth. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

12-17

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on Marxist explanations of the class structure. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. Answers in this band will show an awareness of theoretical debate, probably between Weberian/Marxists but will fail to develop this much beyond juxtaposition.

6-11

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on Marxist explanations of the class structure. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, eg the proletarian revolution did not occur, or Marxist explanations are economically deterministic. Answers at the bottom of this band will show a more than a simple understanding of evaluative points.

1-5

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on Marxist explanations of the class structure. This may be based on common-sense or anecdotal assertion.

0

No relevant evaluative points.

Grade Thresholds

Advanced GCE Sociology (3878/7878))
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2532	Raw	60	43	39	35	32	29	0
	UMS	90	72	63	54	45	36	0
2533	Raw	90	65	58	52	46	40	0
	UMS	120	96	84	72	60	48	0
2534	Raw	60	43	39	35	32	29	0
	UMS	90	72	63	54	45	36	0
2535	Raw	90	74	67	60	53	46	0
	UMS	90	72	63	54	45	36	0
2536	Raw	60	45	40	35	31	27	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	41	37	33	30	27	0
	UMS	90	72	63	54	45	36	0
2538	Raw	60	52	46	41	36	31	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	70	64	58	53	48	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3878	300	240	210	180	150	120	0
7878	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3878	21.8	45.7	72.7	89.2	98.3	100	893
7878	17.4	43.4	69.9	89.2	98.0	100	5165

6058 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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