

# **Sociology**

Advanced Subsidiary GCE

Unit **G672**: Topics in socialisation, culture and identity

## **Mark Scheme for June 2013**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.















Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**PREPARATION FOR MARKING  
SCORIS**

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Unclear/confused/inaccurate
	Application/context
	Basic point/undeveloped/superficial
	Development of point
	Example
	Evaluation
	Juxtaposition
	Knowledge and understanding
	Limited
	Not Relevant
	Repetition
	Unsubstantiated/implicit
	Very good
	Partial relevance/partial explanation

Question		Answer	Marks	Guidance
1	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Changing role of women and desire for greater freedom</li> <li>• Changing attitudes and values regarding single-hood, less social stigma</li> <li>• Increase in divorce acting as a deterrent to marriage or as resulting in an increase in the number of men living alone</li> <li>• Effect of increased life expectancy</li> <li>• Concepts such as creative single-hood, secularisation, individualism, ageing population</li> <li>• Reference to evidence from Social Trends, feminism, postmodernism, Chandler et al, Roseneil &amp; Budgeon</li> <li>• Explanations may refer to increasing choice and diversity, feminisation of labour force, changing employment patterns</li> <li>• Any other reasonable point.</li> </ul>	17	Where candidates misinterpret the question to mean single <b>parent</b> households – only credit what may be partially/marginally relevant to single person households.

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as stabilisation of personalities, nurturing, economic, reproductive, educational and welfare needs, social control, consensus, primary socialisation, gender role socialisation, organic analogy, warm bath theory, instrumental and expressive roles, geographical mobility, cornerstone of society</li> <li>• Studies such as Parsons, Murdock, Chester, Dennis &amp; Erdos, O'Neill, Fletcher</li> <li>• Theories; Functionalism, supported by New Right,</li> <li>• Candidates may refer to methodological issues</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, ideological conditioning, reserve army of labour, conflict and change, diversity and choice, feminisation of labour market, equal opportunities</li> <li>• Studies such as Zaretsky, Cooper, Feeley, Barrett &amp; MacIntosh, Benston, Ansley, Laing, Leach, Stacey, Rapoport</li> <li>• Theories; Marxist views on the role of the family in supporting capitalism, Marxist feminist views on the roles of men and women, contribution of domestic division of labour. Nuclear family seen as an ideological stance supported by the state, social policy, media and other social institutions, other critical perspectives such as radical psychiatry. Postmodern views on diversity and choice</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>	33	<p>Discussion should focus on the role of the family <b>in society</b>. There may be relevant reference to roles and/or relationships within the family but this should be in the context of the role of the family in society. Top band can be reached with wide and detailed knowledge of Parsons and Murdock.</p> <p>Some candidates may interpret positive functions as implying a Functionalist approach – such interpretation should be rewarded.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Single parent families</li> <li>• Beanpole families</li> <li>• Reconstituted families</li> <li>• Co-parenting</li> <li>• Aspects of regional, cultural, sexual, class, structural diversity etc</li> <li>• Reference to evidence such as New Right, New Labour, feminism, postmodernism, Rapoport, Stacey, Dennis &amp; Erdos, Eversley &amp; Bonnerjea, Roseneil &amp; Budgeon, Brannen, Smart, Berthoud &amp; Beishon, Bose, Archer &amp; Francis, Foster, Bourdieu, Weeks, Allan &amp; Crow, Beck, Pakulski &amp; Waters.</li> <li>• Any other reasonable point.</li> </ul>	17	Responses which identify and explain two family types, other than nuclear, where the link to diversity is more implicit but evidence is wide ranging and detailed can reach the bottom of level 4.

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, reserve army of labour, dual systems, patriarchal terrorism, emotion work, invisible work, dual burden, triple shift, sandwich generation, DIALLs hegemonic masculinity, patriarchy, false needs, overloaded circuit, paranoid parents</li> <li>• Studies such as Barrett &amp; MacIntosh, Benston, Ansley, Pahl, Dobash &amp; Dobash, Dunscombe &amp; Marsden, Delphy &amp; Leonard, Oakley, Grundy &amp; Henretta, Gatrell, Warner, Laing, Leach, Cooper, Zaretsky, Marcuse, Furedi, Edgell, Firestone</li> <li>• Theories; Marxist feminist, radical feminist, Marxist, radical psychiatrist views</li> <li>• Reference to different aspects of relationships including emotional factors, decision-making, money management, domestic chores, childcare, violence, children and control</li> <li>• Candidates may refer to methodological issues</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as stabilisation of personalities, nurturing, economic, welfare needs, consensus, new man, confluent love, egalitarian families, lagged adaptation, crisis in masculinity, complicit masculinity, superdads, individualisation, diversity and choice, shift parenting, child centredness</li> <li>• Studies such as Dennis &amp; Erdos, Parsons, Zaretsky, Giddens, Hakim, Somerville, Dermott, Thompson et al, Hatter et al, Garrod, Dunne, Weeks, Gabb, Edgell, Leighton, Hardill et al, Gershuny, Wilmott and Young</li> </ul>	33	<p>Candidates may examine relationships between men and women and between parents and children.</p> <p>The view may be located within feminist, Marxist and/or radical psychiatry perspectives.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Theories; functionalism, New Right views on efficacy of nuclear family, postmodern views about diversity and choice, liberal feminist views</li> <li>• Impact of social policy eg paternity leave, equality legislation</li> <li>• Differences related to class, ethnicity, sexuality, family diversity</li> <li>• Candidates may make an explicit judgement about which members benefit more than others</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>		



Question		Answer	Marks	Guidance
3	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Issues related to defining and measuring mental health and illness</li> <li>• Concepts such as social construction, labelling, cultural relativity, racism, stereotypes, inequality, discrimination</li> <li>• Reference to evidence such as Nazroo, Tolmac &amp; Hodes, Fernando, Browne, Rogers &amp; Pilgrim, Koffman et al, Virdee</li> <li>• Issues related to social policy, health care.</li> <li>• Reference to specific mental health diagnoses</li> <li>• Reference to statistical evidence on ethnicity and mental illness</li> <li>• Explanations including cultural, material, social causation, artefact, social labelling, social control</li> <li>• Any other reasonable point.</li> </ul>	17	

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as power, gender role socialisation, learned helplessness, cultural meanings, sexism, social labelling, medicalisation, patriarchy, social control, clinical iatrogenesis, medical gaze, exclusion, demarcation</li> <li>• Studies such as Abbott &amp; Wallace, Doyal, Busfield, Oakley, Waitzkin, Witz, Lupton, Graham</li> <li>• Theories: feminist views including liberal feminists, radical feminist, Marxist feminist, black feminist, supported by Foucault's views, Illich</li> <li>• Reference to statistical evidence, mortality rates, morbidity rates</li> <li>• Reference to specific issues such as mental health, access to medical professionals, gendered social roles, labour conditions in the home, marital status</li> <li>• Candidates may refer to methodological issues</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such absolute improvements in health, consumerism, diversity, individualism, validity of data, social construction, biological differences, gatekeepers, professionalisation, prestige, status, capitalism, legitimation</li> <li>• Studies such as Parsons, Barber, Cant &amp; Sharma, Navarro, Jones &amp; Green, Parry &amp; Parry, Giddens, Senior, McKinley</li> <li>• Theories: functionalism, Marxism, Weberian views, interactionism, postmodern views</li> <li>• Reference to masculinist arguments that men are disadvantaged in health care</li> <li>• Reference to rise of alternative and complementary medicine</li> </ul>	33	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Reference to differences related to age, ethnicity and social class and the interplay between them</li><li>• Candidates may refer to methodological issues</li><li>• Any other reasonable response.</li></ul>		

Question		Answer	Marks	Guidance
4	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Client group may be disaffected with orthodox medicine</li> <li>• Illich's theory of iatrogenesis</li> <li>• A response to changing patient needs</li> <li>• Role as a complement to bio-medical model</li> <li>• Religious or philosophical standpoint relating to the holistic approach</li> <li>• Link to the growth in New Age movements</li> <li>• Role of media and advertising in promoting alternative medicine</li> <li>• Concepts such as empowerment, diversity and choice, pick and mix, individualism, consumerism,</li> <li>• Reference to postmodern views</li> <li>• Reference to evidence such as Hunt and Lightly, Bivins, Thomas et al, Hardey, Shilling</li> <li>• Reference to statistical and other evidence demonstrating the growth of alternative medicine</li> <li>• Any other reasonable point.</li> </ul>	17	

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as cultural meanings, norms and values, consumption, lifestyle, risk, learned helplessness, cultural deprivation, socialisation, fatalism</li> <li>• Studies such as Howlett &amp; Ashley, Annandale &amp; Field, Seligman, Perren et al, aspects of Black Report</li> <li>• Theories: cultural</li> <li>• Issues related to gender, age, ethnicity and social class</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as victim blaming, environmental conditions, material deprivation, poverty, social exclusion, social inequality, sexism, racism, ageism, stereotyping, labelling, social construction, rational choice, inverse care law</li> <li>• Studies such as Cartwright &amp; O'Brien, Illsley, Wadsworth, Connelly &amp; Crown, Acheson, Martin et al, Dobson, Blackburn, Townsend, Smith, Paterson, Lobstein, Wilkinson, Hart, Nazroo, Amin, Busfield, Graham, The Health Divide</li> <li>• Theories: artefact explanations, social selection, structural/materialist explanations, feminist views, interactionism, postmodern views,</li> <li>• Issues related to defining and measuring health, illness, health inequalities, mental health</li> <li>• Reference to patterns related to social class, gender, ethnicity and age and the interplay between them</li> <li>• Candidates may refer to methodological issues</li> </ul>	33	Responses that have a narrow focus eg on one stratum, or area of health should be placed in the appropriate mark band, either as good (if detailed) or basic (if <i>just</i> more than one dimension).

Question		Answer	Marks	Guidance
5	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Religion as a conservative force that preserves traditional norms and values</li> <li>• Functional in maintaining social order</li> <li>• Relieves stress caused in times of crisis</li> <li>• Role in providing religious rites of passage</li> <li>• Role in coping with contingency</li> <li>• Promoting social change</li> <li>• Maintaining patriarchy</li> <li>• Role in relation to ethnic minority groups</li> <li>• Concepts such as collective conscience, social solidarity, value consensus, secondary socialisation, social control, change inhibitor, anomie, totemism, oppression, exploitation, sexism, opium of the people, liberation theology</li> <li>• Reference to Durkheim, Parsons, Malinowski, Maduro, Hook, El Sadaawi, de Beauvoir, Marxist views, feminist views, Weberian views, O'Dea</li> <li>• Any other reasonable point</li> </ul>	17	Candidates may interpret the term functions more widely than functionalist views. Negative functions such as those put forward by Marxists are also acceptable.

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as marginalisation, relative deprivation, subordination, sexism, differential socialisation, compensation, identity, oppression, patriarchy, resistance</li> <li>• Studies such as De Beauvoir, El Sadaawi, Davie, Daly, Samad, Ahmed, Giddens, Armstrong, Holm, Badawi, Wright, Watson, Woodhead, Glock &amp; Stark, Watson</li> <li>• Theories: Feminist views</li> <li>• Reference to evidence that women are more religious than men</li> <li>• Reference to differences related to membership of religious organisations such as new age movements, new religious movements, fundamentalism</li> <li>• Reference to gendered roles within religious organisations</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as consensus, social solidarity, social functions, norms, values, social control, opium of the people, heart in a heartless world, spiritual shopping, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, incessant choice, racism</li> <li>• Studies such as O’Dea, Heelas, Parsons, Beckford, Glock, Maduro, Marx, Akhtar, Bruce, Voas, Barker, Glendinning &amp; Bruce</li> <li>• Theories: Marxism, neo-Marxism, Weberianism, postmodernism, functionalism</li> <li>• Differentiation in terms of ethnicity, class and age</li> <li>• Differentiation in terms of religious organisations</li> </ul>	33	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Reference to religion as transcending social divisions</li><li>• Reference to changing nature of role of religion in society, secularisation</li><li>• Candidates may refer to methodological issues</li><li>• Any other reasonable response.</li></ul>		



Question		Answer	Marks	Guidance
6	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Literal interpretation of sacred texts</li> <li>• Opposition to modernity</li> <li>• Rejection of religious pluralism</li> <li>• Advocacy of conservative beliefs/traditional values eg in relation to family life, gender roles and sexuality</li> <li>• High degree of engagement with religious life</li> <li>• Use modern technology eg internet, televangelism</li> <li>• Explanations related to emergence as a result of social crisis, ideological cohesion as a response to perception of external threat, control of belief system within a religion, response to globalisation, relation to politics, response to threat of secularisation.</li> <li>• Reference to evidence from Bruce, Self &amp; Starbuck, Davie, Ammerman, Armstrong, Almond et al, Holden</li> <li>• Reference to specific examples such as Christian fundamentalism, Islamic fundamentalism; concept of the Moral Majority</li> <li>• Any other reasonable point.</li> </ul>	17	

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilization, holistic milieu, New Age</li> <li>• Research from Giddens, Bauman, Heelas, Drane, Stark &amp; Bainbridge, Greeley, Nelson, Davie</li> <li>• Theories such as functionalism, Weberianism, Marxism, neo-Marxism, some postmodern views.</li> <li>• Reference may be made to the rise of Christian and non-Christian NRMs and relevant examples eg Krishna Conscience, Transcendental Meditation, Scientology, Moonies, Children of God, rise in NAMs</li> <li>• Heightened profile of religion in society post 9/11, in support</li> <li>• Reference to data on religious participation</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as spiritual shopper, secularisation, disengagement, societalization, desacrification, disenchantment, cultural transition, dilution of belief, secularisation cycle</li> <li>• Studies such as Wilson, Berger, Bruce, Giddens, Bauman, Wallis, Beckford, Stark &amp; Bainbridge</li> <li>• Theories such as some postmodern views, some Marxism</li> <li>• Evaluation of concepts such as religious pluralism, televangelism, ethnic defence, holistic milieu</li> <li>• NRMs as temporary, short-lived expressions of dissatisfaction</li> <li>• Differentiation in terms of ethnicity, gender, class, age, social class</li> <li>• Problems of measurement</li> </ul>	33	<p>There are a variety of approaches to this question but expect to see discussion of the secularisation debate related to NRMs. Responses that neglect NRMs should be marked as of partial or marginal relevance, depending on the quality of the response.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Problems of defining secularisation as referred to by Casanova, Bruce, Glock &amp; Stark</li><li>• Problems of measuring/defining religious revival</li><li>• Candidates may refer to methodological issues</li><li>• Any other reasonable response.</li></ul>		

Question		Answer	Marks	Guidance
7	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Reference to the role of the media</li> <li>• Reference to the effect of creating an exaggerated fear of crime</li> <li>• Role in creation of social policy</li> <li>• Role of social control</li> <li>• Concepts such as deviance amplification, labelling, stereotypes, 'folk devils', over-reporting</li> <li>• Reference to evidence such as Cohen, Thornton, Muncie, Goode and Ben-Yehuda, Furedi, Jewkes, Newsweek – Juno Effect, Young, Hall, Fawbert</li> <li>• Goode and Ben-Yehuda's five elements of moral panics; concern, hostility, consensus, disproportionality and volatility</li> <li>• Reference to accurate examples with a moral dimension such as involvement of youth in gun crime, recent riots in the UK, binge drinking, hoodies</li> <li>• Any other reasonable point.</li> </ul>	17	<p>Expect to see reference to examples with a moral dimension rather than generalised media driven panics such as bird flu where there is no clear link to a moral element.</p> <p>If characteristics are not explicitly identified the response is unlikely to reach level 4.</p>

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts/issues such as opposition, resistance, spectacular youth subcultures, exaggeration, bricolage, magical solutions, incorporation, cultural space</li> <li>• Studies such as CCCS, Clarke, Cohen, Hall &amp; Jefferson, Hebdige, Brake, Frith</li> <li>• Theories: located within Marxism/neo-Marxism</li> <li>• Candidates may refer to methodological issues</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as status frustration, crisis in masculinity, patriarchy, hybridity, conformism, subterranean values, neo-tribes, edgework, mainstream, fluidity, supermarket of style, subterranean values, generation gap, social integration, rite of passage, shared norms and values, homogeneous group, ethnocentrism</li> <li>• Studies such as Hobbs, Parsons, Eisenstadt, Muggleton, Thornton, Heidensohn, McRobbie &amp; Garber, Smart, Bennett, Plemus, Willis</li> <li>• Theories: postmodernism, feminism, functionalism</li> <li>• Role of consumerism and youth as a market</li> <li>• Differences in terms of gender, ethnicity and class</li> <li>• Conformity of 'ordinary' youth</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>	33	

Question		Answer	Marks	Guidance
8	(a)	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Provides a solution to certain problems</li> <li>• Gives a sense of belonging</li> <li>• Functional for society</li> <li>• Response to differential opportunities to achieve cultural goals</li> <li>• Concepts such as status frustration, anomie, defence, delinquent solution, transitional phase, focal concerns of masculinity, cultural deprivation, illegitimate opportunity structure, delinquent subculture</li> <li>• Reference to Cohen, Miller, Abrams, Eisenstadt, Parsons, Merton, Cloward &amp; Ohlin</li> <li>• Any other reasonable point.</li> </ul>	17	Material on Functionalist theories of youth in general may be rewarded as long as they are linked to youth deviance.

Question	Answer	Marks	Guidance
(b)	<p>The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts/issues such as crisis in masculinity, feminisation of labour market, resistance, hidden curriculum, labelling, gender stereotypes, ladette, girl power, assertive femininity, patriarchy, genderquake, New Wave Girls, Boffin Girls</li> <li>• Studies by Reay, Mac an Ghaill, Spender, Willis, Sharpe, Kehily &amp; Nayak, Blinkenstaff, Blackman, Jackson, Griffin, Griffith, Holland et al, Hey, Lees, Kelly, Colley, Delamont, Wilkinson, Epstein, Browne &amp; Mitsos, Warrington &amp; Younger, Archer &amp; Yamashati</li> <li>• Theories: feminist views</li> <li>• Reference to differential socialisation</li> <li>• Evidence related to gender and factors such as subculture, achievement, subject choice, extracurricular opportunities, teacher/pupil relationships, attendance, truancy, expulsion, bullying etc.</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as racism, labelling, social identity, cultural capital, speech codes, reproduction, resistance, peer pressure, gender stereotypes, crisis in masculinity, school subcultures, ladettes, hybridity, diversity and choice, blurred boundaries, multiculturalism, assimilation, role allocation</li> <li>• Studies such as Sewell, Shain, Mirza, Willis, Lee, Hatcher, Power, Aggleton, Modood, Wright, Bourdieu, Smith &amp; Noble, Payne, Connor &amp; Dewson, Sutton Trust</li> <li>• Theories: postmodern views on diversity, choice &amp; individualism, interactionism, Marxism, functionalist</li> </ul>	33	

Question	Answer	Marks	Guidance
	<p>views</p> <ul style="list-style-type: none"> <li>• Assessment of gender as the greatest influence as opposed to other possible factors such as social class</li> <li>• Statistical evidence on social class as the greatest influence on achievement</li> <li>• Postmodern views on blurring of boundaries around gender and sexuality, changing masculinities and femininities</li> <li>• Differences related to ethnicity, social class and the interplay between them</li> <li>• Discussion of wider social factors vs factors inside school</li> <li>• Reference to social policy eg strategies to standardise provision such as the National Curriculum</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>		



## APPENDIX 1

## Part (a) Questions (17 marks)

## AO1 Knowledge and Understanding

## Level 4

**13–17** Candidates show a very good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **and** detailed knowledge and understanding. Sociological evidence will be accurate and explicit. At the top of the band there will be sociological evidence outlined in depth for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor or explanations may be less developed.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

## Level 3

**9–12** Candidates show good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. At the bottom of the band evidence will be narrower and less informed.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

## Level 2

**5–8** Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Sociological evidence will be lacking in depth; knowledge and understanding is partial/confused/undeveloped. At the top of the band evidence may be more generalised. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

## Level 1

**1–4** Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

**0** No appropriate sociological knowledge or understanding.

## **Part (b) Questions (33 marks)**

### **AO1 Knowledge and Understanding (10 marks)**

#### **Level 4**

**8–10** Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or less developed.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

#### **Level 3**

**5–7** Candidates show a good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at the bottom of the band.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

#### **Level 2**

**3–4** Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Whilst the view may be quite well illustrated, sociological evidence will be lacking in depth; knowledge and understanding is partial/confused/undeveloped.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

**Level 1**

**1–2** Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

**0** No appropriate sociological knowledge or understanding.

**AO2a Interpretation and Application (13 marks)****Level 4**

**10–13** Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. At the bottom of the band the evidence selected will be less wide ranging or less developed or uneven and relevance to the question may be less explicit in parts.

**Level 3**

**7–9** Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but may be more implicit. Expect to see some interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At this level there may be more unsubstantiated evidence and/or the evidence selected will be narrow or underdeveloped.

**Level 2**

**4–6** Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence may be only partially relevant to the question. Evidence may be superficial and/or undeveloped and/or contain inaccuracies. More than one dimension to the debate will be applied, for or against the view.

**Level 1**

**1–3** Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.

0 No appropriate interpretation and application.

**AO2b Analysis and Evaluation (10 marks)**

**Level 4**

**8–10** Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. Evaluation will be sustained and there may be an evaluative tone to the discussion. Expect to see some explicit evaluation of sociological evidence addressing the debate. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

**Level 3**

**5–7** Candidates show a good ability to analyse and evaluate sociological evidence. There will be some relevant evaluation but it will be underdeveloped. Responses may contain some juxtaposition but it is likely that sociological evidence presented will be questioned on some level. Expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident. At the bottom of the band some of the evaluation may not fully address the question.

**Level 2**

**3–4** Candidates show a basic ability to analyse **and/or** evaluate sociological evidence. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation. Evaluation may be undeveloped and/or less relevant. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.

**Level 1**

**1–2** Candidates show a limited ability to analyse **and/or** evaluate sociological evidence. Evaluation will be minimal with one or two largely implicit points and/or mainly irrelevant.

0 No appropriate evaluation.

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