

Version 3.0



**General Certificate of Secondary Education
January 2013**

Sociology

41902

Unit 2

Final

Mark Scheme

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

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

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General Certificate of Secondary Education

SOCIOLOGY Unit 2

MARK SCHEME

January 2013

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that students at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

Examiners should note that marking should always be positive. Credit should therefore be given for good sociology and use of relevant examples, even if these latter are relatively generalised or lacking in specific attribution. For the sake of brevity the mark scheme may make named reference to a study, a sophisticated concept or a theoretical position. Students may be able to describe such concepts or ideas without using the exact terminology of the mark scheme, and therefore must not be penalised for an inability to make named references to studies, theoretical positions and the like.

Quality of Written Communication (QWC)

GCSE specifications which require students to produce written material in English must:

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

In this specification, quality of written communication will be assessed by means of Assessment Objectives in all questions where extended writing is required. In this paper, extended writing is required when answering the questions carrying 12 marks.

TOPIC 1
CRIME AND DEVIANCE**Total for this topic: 30 marks**

Section 1		AO	Marks
0	1	From Item A , what did many people in the 1800s believe about those who broke the law? <i>(1 mark)</i>	
		AO3	1
0	2	From Item B , in which year were the fewest female adults arrested? <i>(1 mark)</i>	
		AO3	1
0	3	Identify two types of white-collar crime. <i>(2 marks)</i>	
		AO1	2
0	4	Explain what sociologists mean by a criminal stereotype. <i>(4 marks)</i>	
		AO1	1
		AO1	2
		AO1	1

		AO	Marks
0 5	Describe one advantage of victim surveys and explain why some sociologists have doubts about their use. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of one claimed advantage of victim surveys, possibly with reference to an example.	AO2	1
	Plus		
	1-2 marks for a simple explanation, linked either to the disadvantages of victim surveys or to the benefits of an alternative relevant research approach, possibly via an example.	AO2	2
	3 marks for a clear explanation tied to the study of crime and deviance which may look at such issues or examples above in some depth, or which may explore theoretical, practical or ethical issues more fully.	AO2	1
0 6	Describe one way in which the police have tried to improve their relationship with minority ethnic groups and explain how successful this has been. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg measures on institutional racism, better training, campaigns to recruit more minority ethnic group officers, community policing, police and community forums, etc, possibly referencing examples from contemporary events or the student's locality.	AO2	1
	Plus		
	1-2 marks for a simple explanation linked to the description. This might reference lack of success because of, eg ingrained attitudes in rank and file police, the existence of a glass ceiling to minority ethnic group promotion, the impact of high-profile campaigns such as those on anti-terrorism, etc, or it may look at successes such as increases in recruitment, the existence of minority ethnic groups at high levels in the police, changing social attitudes to racism, etc, possibly via examples drawn from contemporary events or the student's locality.	AO2	2
	3 marks for a clear explanation explicitly related to the success or otherwise of the chosen approach. This might deal in some depth with one of the issues and/or examples mentioned above, or it might consider the impact of wider social factors such as cultural values, public opinion, local demographic change, etc.	AO2	1

Section 2

EITHER

		AO	Marks
0 7	Discuss how far sociologists would agree that deviant and criminal behaviour results from poor socialisation in childhood. (12 marks)		
0	No relevant points made.		
1–3	Basic statements about crime/deviance, and/or socialisation. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg by reference to appropriate studies/examples from the study of crime/deviance), concepts (eg primary and secondary socialisation, role models, etc) and/or ideas (eg those of functionalists and/or the New Right), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to contrasting sociological approaches as to the causes of crime and deviance and/or by reference to the impact of wider social factors such as class, cultural values, poverty, etc).	AO3	3

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

OR

0 8

Discuss how far sociologists would agree that women today are just as likely as men to commit crime. (12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about crime and/or gender.

AO1 3

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg on the distribution/nature of crime by gender and/or recent trends therein), concepts (eg ladettes, girl gangs, opportunity) and/or ideas (eg from feminist and other approaches), though focus may not be consistent and the quality/range of the material may be limited. It is likely that at this level many students will offer generalised accounts or explanations for gender differences in levels of crime. There will be little or no response to 'how far'.

AO1 1
AO2 2

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above), together with some degree of focus on women and crime today. There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

AO2 2
AO3 1

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by detailed reference to recent data on crime and gender, the impact of social and cultural change on gender roles, etc). Students may also make appropriate use of specific examples, possibly referring to the impact of greater equality and opportunity, the increased financial independence of women, differences between ages, groups and so forth. Answers in this band will explicitly address women and crime today.

AO3 3

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

TOPIC 2
MASS MEDIA**Total for this topic: 30 marks****Section 3**

		AO	Marks
0 9	From Item C , which type of media was used most? <i>(1 mark)</i>		
	TV, DVD, other visual media (accept any one or more of the three).	AO3	1
1 0	From Item D , who were surveyed for the report? <i>(1 mark)</i>		
	Parents.	AO3	1
1 1	Identify two reasons why an event has news value. <i>(2 marks)</i>		
	1 mark for each of an appropriate reason, eg immediacy, relevance, sensationalist, unusual, deals with important people/celebrities, important countries or places, etc.	AO1	2
1 2	Explain what sociologists mean by hyperreality. <i>(4 marks)</i>		
	1 mark for basic statements about how the media affects our view of the world, or something similar.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, in which some reference will be made to the process by which our image of reality is filtered through the media. Alternatively there may be some recognition of the notion of a media-derived virtual world.	AO1	2
	4 marks for a clear explanation of the term, possibly via a more developed account of the examples above. There may also be some reference to postmodern views on the nature of reality, or the role of the new media.	AO1	1

	AO	Marks
<div style="border: 1px solid black; display: inline-block; padding: 2px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">3</div> <p>Describe one way in which groups such as environmentalists might use digital media to promote their cause and explain how successful this might be. <i>(5 marks)</i></p>		
1 mark for a partial description of some aspect of digital media.	AO1	1
2 marks for an appropriate and more developed description of, eg wikis, blogging, texting, messenger services, use of social media, online petitions, etc, which are specific to digital media being used to promote a cause.	AO2	1
Plus		
1-2 marks for a simple explanation through reference to the way the chosen process could either assist a group to promote its viewpoint more effectively, eg citing the speed and availability of the internet, or be less successful, eg referencing the enduring power of newspapers in shaping public opinion, etc.	AO2	2
3 marks for a clear explanation explicitly related to the use of a digital medium and its success or otherwise in the promotion of a cause by a group such as environmentalists. Comparisons may be made with the use of traditional media for the same purpose, or may reference issues such as access, speed, difficulties for governments in controlling the spread of information, the enduring power of media owners, etc. Responses supported by a detailed example drawn from contemporary events could feature here.	AO2	1

1 | 4

Describe **one** way in which the mass media may amplify deviance **and** explain how this may affect some minority social groups. (5 marks)

1 mark for a partial description.

AO1 1

2 marks for an appropriate and more developed description of the process of deviancy amplification, possibly via an example such as Cohen, hoodies, knife crime, etc.

AO2 1

Plus

1-2 marks for a simple explanation of the way this may affect minority groups (ethnic or otherwise), subcultures, etc, again possibly using an example drawn from relevant contemporary events.

AO2 2

3 marks for clear explanation which explicitly addresses the impact on minority groups. Students may do this via a more detailed use of a relevant example, or by discussion of relevant aspects of the process, eg moral panics, stigmatising, folk devils, etc.

AO2 1

Section 4

EITHER

		AO	Marks
1	5	Discuss how far sociologists would agree that the audience decides what is seen and heard in the mass media. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about the mass media, its content and/or its audience. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps audience.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg on ownership, control, etc), concepts (eg agenda setting, diversity, power, etc) and/or ideas (eg those from pluralist and/or conflict perspectives, media effects models, etc), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to the relative value of pluralist and opposing ideas in explaining media content, consideration of appropriate studies, consideration of the role of the new media in the debate, etc). It is possible for an answer based around media effects models to reach this band provided it is explicitly linked to a discussion of media content.	AO3	3

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

OR

		AO	Marks
1	6	Discuss how far sociologists would agree that violence in the mass media leads to violence in real life. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about the mass media and/or violence. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg of relevant studies, examples, etc), concepts (eg desensitising, amplification, etc) and/or ideas (eg those drawn from media effects models), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to the impact of alternative factors which lead to violence such as abuse, personality traits, poverty, peer pressure, etc) and/or by consideration of the degree to which audiences are affected by the media in the first place, possibly drawing on effects models.	AO3	3
NB:	Not all of these are necessary, even for full marks. In this band, students spell, punctuate and use the rules of grammar with considerable accuracy: they use a wide range of specialist terms adeptly.		

TOPIC 3

POWER

Total for this question: 30 marks

Section 5

AO Marks

1 7	From Item E , which political party was the only one to increase its membership between 1991 and 2001? <i>(1 mark)</i>		
	Labour.	AO3	1
1 8	From Item F , how many people who attended David Cameron's first cabinet meeting were millionaires? <i>(1 mark)</i>		
	23.	AO3	1
1 9	Identify two ways in which children today have power over their education. <i>(2 marks)</i>		
	1 mark for each of two identifications of any appropriate contemporary way, eg student voice, school councils, being involved in inspections, undertaking lesson observation, curriculum decisions, choices about post-compulsory education etc.	AO1	2
2 0	Explain what sociologists mean by authority. <i>(4 marks)</i>		
	1 mark for basic statements about authority/power in general.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via reference to an example, in which there will be some understanding of the notion of power derived from, eg an individual's strength of personality, their social status or position, their role within an institution, etc.	AO1	2
	4 marks for a clear explanation that explicitly addresses the notion that some individuals or groups are able to exercise power over others in a manner that can be justified as legitimate. Students may develop an explanation of one particular type of authority, or may examine an example (most likely of charismatic authority) in some depth.	AO1	1

		AO	Marks
2	1	Describe one way in which the poor have less power than others in society and explain why this situation continues. <i>(5 marks)</i>	
		AO1	1
		AO2	1
		Plus	
		AO2	2
		AO2	1
2	2	Describe one way in which recent governments have tried to reduce unemployment and explain how successful this has been. <i>(5 marks)</i>	
		AO1	1
		AO2	1
		Plus	
		AO2	2
		AO2	1

Section 6

EITHER

		AO	Marks
2	3		
<p>Discuss how far sociologists would agree that in Britain today pressure groups are more attractive to young people than political parties. <i>(12 marks)</i></p>			
0	No relevant points made.		
1–3	Basic statements about political parties/participation/pressure groups.	AO1	3
<p>In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.</p>			
4–6	To reach this band there must be some use/understanding of relevant sociological evidence drawn from any relevant area of social life (eg on young people's political participation), concepts (eg new social movement, single issue politics, apathy, etc) and/or ideas (eg those from pluralist and conflict perspectives), though focus may not be consistent and the quality/range of the material may be limited. At this level responses may focus solely on apathy or why young people join pressure groups/NSMs. There will be little or no response to 'how far'.	AO1 AO2	1 2
<p>In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.</p>			
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.	AO2 AO3	2 1
<p>In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.</p>			
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by consideration of studies/evidence as to the political involvement of young people, by consideration of the impact of variables such as class and ethnicity, etc on such participation, and/or by a discussion that moves on from the three main English parties to look at, for example, the role of the Greens).	AO3	3

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

Note: Students who discuss the attractions or otherwise of NSMs can be credited appropriately in all mark bands.

OR

2 4

Discuss how far sociologists would agree that in Britain today political power is in the hands of wealthy men. (12 marks)

AO Marks

- | | | | |
|--------------|---|------------|--------|
| 0 | No relevant points made. | | |
| 1–3 | Basic statements about class/wealth and/or gender.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately. | AO1 | 3 |
| 4–6 | To reach this band there must be some use/understanding of relevant sociological evidence drawn from any relevant area of social life (eg studies/data on the social background of any powerful group, etc), concepts (eg social class, glass ceiling, elite, old boy network) and/or ideas (eg those from Marxist, feminist and functionalist positions), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately. | AO1
AO2 | 1
2 |
| 7–9 | To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. Responses can reach this band without considering both gender and wealth, but must examine political power, even if only in a cursory fashion.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility. | AO2
AO3 | 2
1 |
| 10–12 | To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to various contemporary examples drawn from political life, by development of the theoretical debate, by examination of concepts such as meritocracy, etc). To reach this band a response will need to consider both wealth and gender, albeit not in the same depth, and focus explicitly on political power. | AO3 | 3 |

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

TOPIC 4
SOCIAL INEQUALITY**Total for this question: 30 marks****Section 7****AO Marks**

2 5	From Item G , which region was 73% more likely to suffer downward social mobility than London? <i>(1 mark)</i>		
	North-east England (accept NE England, the northeast, the NE).	AO3	1
2 6	From Item H , how many young people aged between 16 and 24 were out of work in 2011? <i>(1 mark)</i>		
	One million.	AO3	1
2 7	Identify one advantage and one disadvantage of using an absolute definition of poverty. <i>(2 marks)</i>		
	1 mark for any relevant advantage, eg easy to understand, easy to measure, easy to define, makes poverty seem lower, etc.	AO1	2
	1 mark for any relevant disadvantage, eg is crude/simplistic, fails to acknowledge cultural factors, only really appropriate in relatively simple societies, etc.		
2 8	Explain what sociologists mean by patriarchy. <i>(4 marks)</i>		
	1 mark for basic statements about some aspect of gender/male power.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the superior status/power of men and/or inferior status of women in some aspect of social life. At this level responses may simply illustrate the term rather than explain it.	AO1	2
	4 marks for a clear explanation, which is explicitly linked to an explanation of the term and which considers the inequality of power between the genders and the way this is maintained by a relevant social structure/institution, etc. Students might refer to particular examples in some depth, to concepts such as 'old boy' networks, feminist ideas, etc.	AO1	1

		AO	Marks
2	9	Describe one life chance which may be affected by an individual's ethnicity and explain why this happens. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of a life chance in which ethnicity is an important variable (be this positive or negative).	AO2	1
	Plus		
	1-2 marks for a simple explanation, possibly via an example, through reference to reason(s) why this life chance is affected by a person's ethnicity.	AO2	2
	3 marks for a clear explanation explicitly related to the positive or negative impact of ethnicity. Answers may do this via consideration of one aspect in some depth, or may look at variations between ethnic groups in, for example education, health, etc.	AO2	1
3	0	Describe one consequence of poverty for an individual and explain why it may be difficult for the individual to escape from this situation. <i>(5 marks)</i>	
	1 mark for a partial description (of a consequence, not a cause).	AO1	1
	2 marks for an appropriate and more developed description of a possible consequence of poverty, eg, poorer health, lower life expectancy, educational underachievement, risk of social exclusion, more likely to be involved in crime, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation, possibly via an example, as to why it may be difficult to escape from this situation, eg, by brief or general reference to any relevant explanation, eg, situational constraints, cultural issues, poverty trap, cycle of poverty, long-term unemployment, etc.	AO2	2
	3 marks for a clear explanation which is explicitly related to the difficulty of escaping the impact of poverty on one's life chances, possibly by a more detailed version of the response described in the 1-2 band, by development of a theoretical explanation from eg, the New Right, Marxism, etc , or by detailed examination of a relevant example.	AO2	1

Section 8

EITHER

		AO	Marks
3	1	Discuss how far sociologists would agree that in Britain today a person's status is based on his or her achievements. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about status and/or achievement (probably in education). In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg data on social mobility, social composition of various institutions), concepts (eg class, achieved status, meritocracy, etc) and/or ideas (eg those derived from functionalist and Marxist perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. Responses at this level may treat 'achievements' in fairly narrow terms. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the degree to which status is achieved or ascribed, the nature of inequality in society today, the degree to which social class is still seen as important, the possible impact/importance of other variables, the wider theoretical debate, etc).

AO3

3

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

OR

3 2	Discuss how far sociologists would agree that there is an underclass in Britain today. (12 marks)	AO	Marks
0	No relevant points made.		
1–3	Basic statements about class and/or the poor in general. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg data on life chances, single-parent families, the long-term unemployed, etc), concepts (eg underclass, culture of poverty, fatalism, etc) and/or ideas (eg from New Right and contrasting viewpoints), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to ‘how far’. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1	1
		AO2	2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises ‘how far’, eg via a relatively limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2	2
		AO3	1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by detailed reference to relevant studies or evidence on the existence of an underclass, by consideration of alternative models of social structure, by discussion of the theoretical debate, etc). It is likely that at this level responses will indicate an awareness of the subjective way in which the term is sometimes used.	AO3	3

NB: Not all of these are necessary, even for full marks.

In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

Assessment Objectives Grid – Unit 2**Examination Series: January 2013**

Assessment Objectives	
AO1	Recall, select and communicate knowledge and understanding of social structures, processes and issues
AO2	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar
AO3	Select, interpret, analyse and evaluate information from different sources

Topic Area	AO1	AO2	AO3	Total Marks
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
4	12	12	6	30
Total (3 topics only)	36	36	18	90

Summary of the Mark Distribution

			AO1	AO2	AO3	Total
Topic 1						
	0	1			1	1
	0	2			1	1
	0	3	2			2
	0	4	4			4
	0	5	1	4		5
	0	6	1	4		5
EITHER	0	7	4	4	4	12
OR	0	8	4	4	4	12
Topic 2						
	0	9			1	1
	1	0			1	1
	1	1	2			2
	1	2	4			4
	1	3	1	4		5
	1	4	1	4		5
EITHER	1	5	4	4	4	12
OR	1	6	4	4	4	12
Topic 3						
	1	7			1	1
	1	8			1	1
	1	9	2			2
	2	0	4			4
	2	1	1	4		5

	2	2	1	4		5
EITHER	2	3	4	4	4	12
OR	2	4	4	4	4	12
Topic 4						
	2	5			1	1
	2	6			1	1
	2	7	2			2
	2	8	4			4
	2	9	1	4		5
	3	0	1	4		5
EITHER	3	1	4	4	4	12
OR	3	2	4	4	4	12