

Version 1.0



**General Certificate of Secondary Education  
June 2011**

**Sociology**

**41902**

**Unit 2**

***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 candidates' 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 candidates' 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 candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

# General Certificate of Secondary Education

## SOCIOLOGY Unit 2

### MARK SCHEME

June 2011

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 candidates 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. Candidates 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 candidates 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 following questions:

**0 7** , **0 8** , **1 5** , **1 6** , **2 3** , **2 4** , **3 1** and **3 2** .

---

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

		<b>AO</b>	<b>Marks</b>
<b>0 1</b>	From <b>Item A</b> , which minority ethnic group was most likely to be stopped and searched? <i>(1 mark)</i>		
	Black people.	AO3	1
<b>0 2</b>	From <b>Item B</b> , what percentage of young people who meet informally three times in any one week are likely to be involved in anti-social behaviour in the same week? <i>(1 mark)</i>		
	74(%)	AO3	1
<b>0 3</b>	Identify <b>two</b> types of formal social control that societies use to enforce order. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate way, eg the police, the legal system, the military, prison, etc.	AO1	2
<b>0 4</b>	Explain what sociologists mean by labelling. <i>(4 marks)</i>		
	1 mark for basic statements about the way behaviour is categorised, people are 'called names', etc, possibly with little or no reference to the study of deviance.	AO1	1
	2–3 marks for a partial or under-developed sociological explanation, possibly via an example, in which some general reference will be made to the processes by which certain social actions are interpreted and judged as deviant in the context of prevailing social values.	AO1	2
	4 marks for a clear explanation that looks, for example, at the interpretivist beliefs underpinning the concept. Candidates may refer to relevant aspects such as the social/cultural location of an action, master status, stigmatising, stereotyping and so forth.	AO1	1

	AO	Marks
<b>0 5</b>		
Describe <b>one</b> way in which governments have attempted to reduce racist behaviour in society <b>and</b> explain how successful this approach 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 anti-racist legislation, anti-racist education in schools, anti-racist training in eg the police, support for campaigns like 'Show Racism the Red Card', etc.	AO2	1
<b>Plus</b>		
1–2 marks for a simple explanation through reference to the alleged continued existence of racist attitudes in institutions like the police, growth of support for BNP or other such examples.	AO2	2
3 marks for a clear explanation that looks, for example, at one of the issues above in some depth. Candidates may explore concepts such as canteen culture, institutional racism, etc, reference the impact of media reporting of issues like asylum seekers and so forth.	AO2	1
<b>0 6</b>		
Describe <b>one</b> reason why there is argument and debate about levels of violent crime in society and <b>explain</b> why this might make it difficult to reduce the public's fear of such crimes. <i>(5 mark)</i>		
1 mark for a partial description.	AO1	1
2 marks for an appropriate and more developed description of, eg variations in data resulting from different research methods, differences in individual experiences of such crimes according to class, age, locality, ethnicity, etc, manipulation of data for political and similar reasons, etc.	AO2	1
<b>Plus</b>		
1–2 marks for a simple explanation linked to the chosen reason. This might either reference specific issues related to the chosen reason, or may make more general points about public distrust of statistics, politicians, the legal system and/or the media, etc.	AO2	2
3 marks for a clear explanation explicitly related to the difficulty of reducing public fear of violent crime, possibly referring to impact of media presentation, political exploitation of statistics and other data, impact of decisions made by the forces of social control, the tendency to generalise from personal experience, etc.	AO2	1

**EITHER****0 7**

Discuss how far sociologists would agree that some ethnic groups appear to commit more crime than others because they are stereotyped. (12 marks)

<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about crime and/or ethnicity and/or stereotyping.  In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (eg data on/summaries of the number of crimes committed by different ethnicities, reference to appropriate studies), concepts (eg social control, stereotyping, canteen culture, media amplification) and/or ideas (eg methodological issues, conflict 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'.  In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
<b>7–9</b>	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 evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor.  In this band, candidates 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 level and nature of crimes committed by different ethnic groups, the methodological issues around statistical data, the impact of decision-making/prioritising by agents of social control, the impact of police cultures, media pressure, political campaigning, etc). It is likely that responses at this level will seek to distinguish between different ethnic minority groups, and/or discuss the impact of other variables such as class and/or argue that certain ethnic minority groups actually do commit more crime, providing evidence to support this.

AO3

3

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

In this band, candidates 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 most deviant and criminal behaviour in young people results from peer group pressure. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about crime and/or deviance and the young. AO1 3
- In this band, candidates 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 data on levels of crime and/or deviance amongst the young, etc), concepts (eg peer pressure, socialisation, status frustration) and/or ideas (eg those from functionalist and sub-cultural approaches), 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'. AO1 1  
AO2 2
- In this band, candidates 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). There must also be evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. AO2 2  
AO3 1
- In this band, candidates 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 reference to sociological views on the operation of the law and forces of social control, the relative importance of other variables such as class, gender or ethnicity, the impact of other agencies of socialisation on the actions of the young, the demonising of the young). To reach this band candidates must explicitly address both deviance and crime as they affect young people.

AO3

3

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

In this band, candidates 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**

		<b>AO</b>	<b>Marks</b>
<b>0</b>   <b>9</b>	From <b>Item C</b> , how much television is advised for children under the age of 3? <i>(1 mark)</i>		
	None/shouldn't watch it at all.	AO3	1
<b>1</b>   <b>0</b>	From <b>Item D</b> , how many copies of The Sun are sold every day? <i>(1 mark)</i>		
	Over 3 million (accept 3 million).	AO3	1
<b>1</b>   <b>1</b>	Identify <b>two</b> ways in which the mass media can show a negative image of groups such as environmentalists. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate way, eg manipulating photos, using inflammatory or sensationalist language, negative stereotyping or labelling, etc.	AO1	2
<b>1</b>   <b>2</b>	Explain what sociologists mean by mass popular culture. <i>(4 marks)</i>		
	1 mark for basic statements about, or definitions of culture, probably with no reference to the 'mass popular' aspects.	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 notion of a shared or mass set of cultural values and (probably fairly implicitly) the role of the mass media in transmitting them.	AO1	2
	4 marks for a clear explanation that relates to the role of the mass media in reinforcing mainstream popular cultural values, possibly relating this to issues such as 'dumbing down', hegemony, the impact of digital media, etc.	AO1	1

	AO	Marks
<b>1 3</b> Describe <b>one</b> way in which newspaper owners can influence how the news is presented <b>and</b> explain why this might lead to problems in a democracy. (5 marks)		
1 mark for a partial description.	AO1	1
2 marks for an appropriate and more developed description of, eg agenda-setting, gatekeeping, bias, the use of editorials, stereotyping of minorities, etc.	AO2	1
<b>Plus</b>		
1–2 marks for a simple explanation through reference to the way such presentation could lead to the loss or diminution of alternative views, the blurring between fact and editorial, the biased treatment of certain groups or views, the impact on political party alignments, etc.	AO2	2
3 marks for a clear explanation explicitly related to the possible impact on a pluralist, democratic society, the consequent growth of intolerance towards minorities/social groups, increases in racist ideologies, marginalising of political and other views, etc.	AO2	1
<b>1 4</b> Describe <b>one</b> way in which digital media such as the internet have changed how we get information <b>and</b> explain why this may make it difficult for governments to control access to information. (5 marks)		
1 mark for a partial description.	AO1	1
2 marks for an appropriate and more developed description, eg referring to use of search engines, wikis, blogs, social networking sites, use of mobiles, instant news feeds, teletext, etc.	AO2	1
<b>Plus</b>		
1–2 marks for a simple explanation through reference to the problems for governments in controlling access to information in a digital age, possibly via a current example.	AO2	2
3 marks for a clear explanation explicitly related to problems governments face in controlling access to news and/or information in a digital age, possibly referring to the difficulties of regulating cyberspace, the huge power of eg Google, the instantaneous spread of information, the impact of sites like Twitter.	AO2	1

**EITHER****1 5**

Discuss how far sociologists would agree that the mass media have replaced the family as the main agent of socialisation. (12 marks)

**0** No relevant points made.

**1–3** Basic statements about the mass media and/or the family. AO1 3

In this band, candidates 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 relating to the impact of the media on young people and/or other social groups, the alleged decline of the family), concepts (eg socialisation, hypodermic syringe, hyperreality, global culture) and/or ideas (eg those from functionalist, postmodern and other 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'. AO1 1  
AO2 2

In this band, candidates 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). There must also be evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. AO2 2  
AO3 1

In this band, candidates 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 reference to the problems of measuring media impact, the theoretical debates around media effects, the impact or otherwise of greater family diversity, the role of a global media culture, the impact of digital technology on family functions, etc).

AO3

3

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

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

## OR

1 6

Discuss how far sociologists would agree that the political views presented by the mass media are those of the rich and powerful in society. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about the mass media and/or politics. AO1 3
- In this band, candidates 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 of media ownership, the political views of newspapers, media presentation of eg trades unions and strikes, etc), concepts (eg bias, agenda-setting, selective reporting, hegemony, ideological state apparatus) and/or ideas (eg those from Marxist and pluralist 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’.
- In this band, candidates 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). There must also be evidence that the candidate recognises ‘how far’, eg via a limited or undeveloped reference to the examples in the top band descriptor.
- In this band, candidates 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 reference to contrasting evidence from examples, studies, etc, on who owns the media, the way political views are represented and the impact this has on society, the role of public service broadcasters, the debate over media effects and the audience, the concept of ruling class ideologies, pluralist positions, the difficulty of maintaining hegemonistic views in an era of global digital technology, etc).

AO3

3

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

In this band, candidates 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**

		<b>AO</b>	<b>Marks</b>
<b>1 7</b>	From <b>Item E</b> , according to the writer, what is the percentage of white people of working age who have a job? <span style="float: right;"><i>(1 mark)</i></span>		
	75(%)	AO3	1
<b>1 8</b>	From <b>Item F</b> , what percentage of women disagreed with the statement? <span style="float: right;"><i>(1 mark)</i></span>		
	15(%)	AO3	1
<b>1 9</b>	Identify <b>two</b> ways in which recent governments have tried to address some of the social problems experienced by our ageing population. <span style="float: right;"><i>(2 marks)</i></span>		
	1 mark for each of two identifications of an appropriate way, eg by financial support such as pension credits or winter fuel allowances, free bus passes, encouraging physical activity and socialising through free access to leisure facilities, subsidising sheltered accommodation, free prescriptions for the over-60s, etc.	AO1	2
<b>2 0</b>	Explain what sociologists mean by an elite. <span style="float: right;"><i>(4 marks)</i></span>		
	1 mark for basic statements about being 'better than the rest' or similar.	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 notion of a small group at the top of some sort of hierarchy, and within which there will be some notion of the relative power of the elite and the non-elite sections of society.	AO1	2
	4 marks for a clear explanation that explicitly links the response to the unequal distribution of power, possibly referring to the unelected nature of many elites. Candidates may refer to relevant concepts such as closed recruitment and the similar social characteristics of elite members (eg private education, 'old boy' networks, etc).	AO1	1

**2 1**

Describe **one** approach which has been used in an attempt to increase the participation of women in parliamentary politics **and** explain why this approach might not be successful. (5 marks)

1 mark for a partial description. AO1 1

2 marks for an appropriate and more developed description of, eg reforming parliamentary procedures to make them women-friendly, changing Parliament's hours, introducing crèches, all-women shortlists, use of the media to promote female political role models, etc. AO2 1

**Plus**

1–2 marks for a simple explanation through reference to the possible lack of success of the chosen method and the consequent continued gender imbalance in parliamentary politics. AO2 2

3 marks for a clear explanation explicitly related to the continued imbalance in participation between the genders. Candidates may refer to entrenched attitudes of those in power, concepts such as the 'glass ceiling', impact of the media, the trivialisation of women's involvement (eg 'Blair's babes', 'Cameron's cuties'), etc. AO2 1

**2 2**

Describe **one** way in which children and young people have gained more power and influence over their education in the last 20 years **and** explain why some teachers and other adults might consider this to be a problem. (5 marks)

1 mark for a partial description. AO1 1

2 marks for an appropriate and more developed description of eg children's rights increasingly enshrined in law, growth of the concept of entitlement, promotion of student voice, student participation in Ofsted inspections. AO2 1

**Plus**

1–2 marks for a simple explanation through reference to problems for the chosen method as might be identified by some teachers and/or other adults (parents, employers, the elderly, etc). AO2 2

3 marks for a clear explanation explicitly related to the views of teachers and/or other adults who might consider this a problem, possibly referring to disjunction between rights and responsibilities, excessive accountability of teachers, views of employers as to the role of education, views of parents and the elderly as to children's rights and entitlements, etc. AO2 1

**EITHER****2 3**

Discuss how far sociologists would agree that in Britain today power is shared equally between different ethnic groups. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about power and/or ethnic minorities. AO1 3
- In this band, candidates 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 representation of different ethnic groups in government and other key decision-making bodies, inequalities between groups in economic power, actions of forces of social control, alleged exclusion of some ethnic minority cultures and religions), concepts (eg discrimination, institutional racism, ghettoisation) 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. There will be little or no response to ‘how far’.
- In this band, candidates 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). There must also be evidence that the candidate recognises ‘how far’, eg via a limited or undeveloped reference to the examples in the top band descriptor.
- In this band, candidates 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 reference to different cultural assumptions about social participation, awareness of variations within and between various ethnic groups, the impact of other variables such as class and ethnicity, methodological issues around measuring the distribution of power, theoretical debate around the distribution of power, etc).

AO3

3

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

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

## OR

2 4

Discuss how far sociologists would agree that in Britain today other factors are more important than social class in determining how people vote. (12 marks)

<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about voting behaviour and/or class.  In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (eg studies/data on voting behaviour and links to social and other relevant factors), concepts (eg dealignment, consumer voting, apathy, instrumental voting) and/or ideas (eg those from Marxist, feminist, postmodern and pluralist 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'.  In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
<b>7–9</b>	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 evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor.  In this band, candidates 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 voting and politics is still class-based, the degree to which voting is still meaningful as a measurement of political participation for some social groups, variations within and between genders, ethnic groups, age strata and/or any other relevant factor, the impact of consumerism/instrumentalism, the role of the media, the wider theoretical debate on this issue, etc).

AO3

3

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

In this band, candidates 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**

		AO	Marks
<b>2</b>   <b>5</b>	From <b>Item G</b> , give <b>one</b> reason why sociologists today find it difficult to place people into social classes. <span style="float: right;"><i>(1 mark)</i></span>		
	As the old divisions between classes have become blurred.	AO3	1
<b>2</b>   <b>6</b>	<b>From Item H</b> , which social group's poverty is discussed? <span style="float: right;"><i>(1 mark)</i></span>		
	Children.	AO3	1
<b>2</b>   <b>7</b>	Identify <b>two</b> reasons why some occupations have higher status than others. <span style="float: right;"><i>(2 marks)</i></span>		
	1 mark for each of two identifications of an appropriate reason, eg require higher qualifications, deemed more necessary to society, attract more income, considered more glamorous, etc.	AO1	2
<b>2</b>   <b>8</b>	Explain what sociologists mean by social exclusion. <span style="float: right;"><i>(4 marks)</i></span>		
	1 mark for basic statements about being outside of something/not being a part of something.	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 inability of some groups to play a full part in society/access the full benefits of social membership.	AO1	2
	4 marks for a clear explanation, which, for example, might show understanding of the process by which social exclusion can occur, or of the impact this can have on an individual's self-image. Candidates may refer to relevant aspects such as material and/or cultural deprivation, discrimination, etc.	AO1	1

**2 9**

Describe **one** way in which some minority ethnic groups have fewer life chances than others **and** explain why this appears to continue over time. *(5 marks)*

1 mark for a partial description. AO1 1

2 marks for an appropriate and more developed description of, eg differences in life expectancy, health, income, educational outcomes, etc, as related to one or more minority ethnic groups. AO2 1

**Plus**

1–2 marks for a simple explanation through reference to reason(s) for the apparent continuation of the chosen inequality for minority ethnic group(s), possibly via an example, or through reference to various government actions and their claimed impact. AO2 2

3 marks for a clear explanation explicitly related to the chosen reason(s) specifically linked to the life chances of minority ethnic group(s), possibly referring to discrimination, institutional racism, impact of social class, impact of cultural attitudes, problems of access to eg women in some cultures, etc. AO2 1

**3 0**

Describe **one** reason why some sociologists use relative definitions of poverty **and** explain why some politicians might prefer to use absolute definitions. *(5 marks)*

1 mark for a partial description. AO1 1

2 marks for an appropriate and more developed description related to eg greater sophistication of measurement, more adaptable, greater detail, links to other conditions like social exclusion, recognition that experiences of poverty vary between individuals and societies etc. AO2 1

**Plus**

1–2 marks for a simple explanation, through reference to the chosen reason, as to why politicians might prefer absolute definitions, possibly via an example or a limited reference to debates about the definition of poverty. AO2 2

3 marks for a clear explanation which is explicitly related to the definitional debate, possibly referring to difficulties in determining what factors are used to measure poverty, likelihood that relative methods will seem to generate higher numbers in poverty, the ease of using a 'poverty line' approach to convey political messages through the media, the possible lack of political consensus around such criteria and consequent political debate, etc. AO2 1

**EITHER****3 1**

Discuss how far sociologists would agree that there is still a traditional working class in Britain today. (12 marks)
---

- |              |  |            |        |
|--------------|--|------------|--------|
| <b>0</b>     | No relevant points made.   |            |        |
| <b>1–3</b>   | Basic statements about class/the working class.  | AO1        | 3      |
|              | In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.  |            |        |
| <b>4–6</b>   | To reach this band there must be some use/understanding of relevant sociological evidence (eg data on class distribution and/or social mobility, data on occupational groups, knowledge of one or more methods used by sociologists for determining class, some understanding of recent economic and social change), concepts (eg class, proletariat, embourgeoisement, deskilling, proletarianisation, social mobility) and/or ideas (eg those derived from Marxist and neo-Liberal 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'. | AO1<br>AO2 | 1<br>2 |
|              | In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.   |            |        |
| <b>7–9</b>   | 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 evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor.  | AO2<br>AO3 | 2<br>1 |
|              | In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.  |            |        |
| <b>10–12</b> | 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 changes to social structure over the last three decades, the importance of other variables in examining social stratification, issues around measuring social class, the importance of class culture and ideology in reaching a conclusion, the wider theoretical debate, etc).  | AO3        | 3      |

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

In this band, candidates 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 the causes of poverty lie in the attitudes and values of the poor themselves. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about poverty and/or the poor. AO1 3
- In this band, candidates 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 who the poor are, their claimed attitudes and values), concepts (eg culture of poverty, cultural deprivation, instant gratification, poverty trap) and/or ideas (possibly referencing views from eg New Right 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’.
- In this band, candidates 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). There must also be evidence that the candidate recognises ‘how far’, eg via a limited or undeveloped reference to the examples in the top band descriptor.
- In this band, candidates 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 reference to the ongoing debate as to the causes of poverty, the degree to which the poor actually hold different values or suffer from situational constraints, the subjective and/or politically-motivated nature of much of the debate eg stigmatising all poor as being ‘benefit scroungers’, the wider theoretical context, etc).

AO3

3

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

In this band, candidates 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: June 2011**

<b>Assessment Objectives</b>	
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
<b>Total</b>	<b>48</b>	<b>48</b>	<b>24</b>	<b>120</b>

### Summary of the Mark Distribution

		AO1	AO2	AO3	Total
<b>Topic 1</b>					
	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
<b>Topic 2</b>					
	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
<b>Topic 3</b>					
	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
<b>Topic 4</b>						
	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

### Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)