

Version 1.0



**General Certificate of Secondary Education
June 2012**

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 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

June 2012

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	<p>From Item A, what did the musicians regard as acceptable behaviour, even though it was an illegal act that was frowned on by the rest of society? <i>(1 mark)</i></p>	
		AO3	1
0	2	<p>From Item B, name one measure that has been used to tackle anti-social behaviour amongst young people. <i>(1 mark)</i></p>	
		AO3	1
0	3	<p>Identify one advantage and one disadvantage of using self-report studies to collect data about levels of crime in society. <i>(2 marks)</i></p>	
		AO1	2
0	4	<p>Explain what sociologists mean by white-collar crime. <i>(4 marks)</i></p>	
		AO1	1
		AO1	2
		AO1	1

		AO	Marks
0	5	Describe one police action that may lead to some members of minority ethnic groups being stereotyped as criminal and explain why this stereotyping occurs. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg stop and search, 'zero tolerance', 'flooding' areas largely inhabited by minority ethnic groups or any other relevant police action.	AO2	1
	Plus		
	1-2 marks for a simple explanation linked to the chosen action through reference to, eg ingrained police attitudes, institutional racism, relative lack of officers from minority groups, reactions to media, political or public agendas, possibly via specific reference to examples such as the Stephen Lawrence case, terrorists, etc.	AO2	2
	3 marks for a clear explanation that explicitly relates to the link between police action and stereotyping, and which may look at one of the issues or examples above in some depth. Alternatively, students may explore relevant aspects of the process such as labelling, reinforcement, master status, etc, or may develop one or more relevant theoretical explanations.	AO2	1
0	6	Describe one reason why people in poverty are more likely to be victims of crime than the more wealthy and explain why this situation persists. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg effect of less secure housing, social distribution of criminals/anti-social behaviour, levels of criminal opportunity, 'no-go' areas, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation linked to the description. This might reference impact of decisions on policing, cost of crime deterrence, social deprivation issues, levels of unemployment and similar social problems, etc.	AO2	2
	3 marks for a clear explanation explicitly related to experiences of crime for the poor and their communities that addresses 'persists'. This might deal in some depth with one of the issues mentioned above, or it might, for example, briefly reference a theoretical position such as New Right views on crime and the underclass, etc.	AO2	1

Section 2

EITHER

		AO	Marks
0 7	Discuss how far sociologists would agree that what is seen as deviance arises from labelling by society. (12 marks)		
0	No relevant points made.		
1–3	Basic statements about crime/deviance, or very simplistic statements about labelling. 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 labelling, master status) and/or ideas (eg interactionist 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'. 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 deviance and/or by reference to the impact of class, power and so forth). It is possible that responses at this level may seek to address issues around who makes laws/benefits from them, the ability of people to reject labels, 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 most anti-social behaviour is carried out by young men. (12 marks)	AO	Marks
0	No relevant points made.		
1–3	Basic statements about anti-social behaviour and/or young men. 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 on levels/types of anti-social behaviour, the distribution of criminal behaviour by age/gender), concepts (eg thrill-seeking, peer pressure, ladettes) and/or ideas (eg approaches from various 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, 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 recent data on anti-social behaviour, age and gender, perspectival critiques, the impact of social and cultural change on gender roles, etc). Students may also make appropriate use of specific examples, possibly referring to girl gangs, binge drinking and so forth. To reach this band students must address both age and gender, though not necessarily to the same extent.	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 , what happened to the first presenter? <i>(1 mark)</i>		
	He was sacked.	AO3	1
1 0	From Item D , which newspaper had the highest percentage of readers who voted Labour? <i>(1 mark)</i>		
	Daily Mirror.	AO3	1
1 1	Identify two types of digital media. <i>(2 marks)</i>		
	1 mark for each of an appropriate type of new/digital media, eg internet, non-terrestrial TV, digital radio, DVDs, MP3 players, mobile phones, etc.	AO1	2
1 2	Explain what sociologists mean by the hypodermic syringe model. <i>(4 marks)</i>		
	1 mark for basic statements about views 'being injected' or 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 people are influenced by the media. There may be some recognition of audience passivity, though this may be quite limited/implicit.	AO1	2
	4 marks for a clear explanation of the model, in which there is explicit reference to the passivity of the audience. There may also be some reference to Marxist views, the model's alleged role in promoting violence and/or to the claim that this model is quite simplistic/outdated.	AO1	1

		AO	Marks
1	3	Describe one way in which the mass media can present a negative image of groups such as animal rights protesters and explain why this might cause problems in a democratic society. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg stereotyping, moral panics, selective reporting, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation through reference to the way the chosen process could lead to the demonising and/or stigmatising and/or marginalising of either the people who hold this viewpoint or their activities/beliefs.	AO2	2
	3 marks for clear explanation explicitly related to the potential negative impact of the chosen process on groups such as animal rights protesters. More detailed versions of the 1-2 mark band exemplars could feature here, as could those supported by a detailed example. Students may also address issues around media bias against such groups.	AO2	1
1	4	Describe one way in which digital media have given more power to ordinary people and explain why this may cause problems for governments. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of eg access to information governments may not want people to have, ability to avoid censorship, facilitating opposition to governments (eg through use of mobile phones to spread messages or distribute photos to the rest of the world), examples like Wikileaks, Libya, recent street protests in the UK, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation of the problems this may cause for governments, possibly via an example (which may be drawn from the UK or elsewhere).	AO2	2
	3 marks for clear explanation which explicitly addresses the difficulties faced by the authorities in managing digital media. Students may do this via a more detailed use of relevant examples and/or examine a particular digital medium and its users.	AO2	1

Section 4

EITHER

		AO	Marks
1	5	Discuss how far sociologists would agree that representations of women by the mass media are still largely stereotypical. (12 marks)	
0	No relevant points made.		
1–3	Basic statements about the mass media and/or women 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 (eg types of representation), concepts (eg symbolic annihilation, stereotypes, etc) and/or ideas (eg those from feminist writers), though focus may not be consistent and the quality/range of the material may be limited. Some students may present a developed account of one or more examples of stereotypical representation of women. 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 feminist and opposing ideas, consideration of appropriate studies, consideration of the role and importance of women in the media, etc). To reach this level, students will address the argument that representations of women by the mass media are still stereotypical, ie that they continue to exist despite improvements in the status of women in society.	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 the mass media are the most important agent of socialisation shaping people's political opinions today. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about the mass media and/or political opinions/politicians. 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 recent elections, the ways the media may shape opinion, the role of other factors such as class, etc), concepts (eg apathy, agenda-setting, political socialisation) and/or ideas (eg those from various perspectives on ownership and control, 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 impact of alternative factors such as class, gender, ethnicity, etc, on political opinions, and/or consideration of the degree to which audiences are affected by the media in the formation of political opinion and/or discussion of various theoretical positions such as those from postmodern, Marxist and/or pluralist positions and so on).	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 has the largest number of women MPs? *(1 mark)*

Labour Party.

AO3 1

1 | 8

From **Item F**, how much did older parents usually spend on Christmas presents for their children? *(1 mark)*

Less than £50.

AO3 1

1 | 9

Identify **two** ways in which people can take part in the political process. *(2 marks)*

1 mark for each of two identifications of any appropriate way, eg voting, joining pressure groups/New Social Movements, standing for office, canvassing, petitioning, etc.

AO1 2

2 | 0

Explain what sociologists mean by a benefits culture. *(4 marks)*

1 mark for basic statements about benefits or culture in general.

AO1 1

2-3 marks for a partial or under-developed explanation, possibly via reference to a generalised example, in which there will be some understanding of the view that long-term reliance on benefits leads to a set of distinct values separate from mainstream society.

AO1 2

4 marks for a clear explanation that explicitly considers, for example, the negative connotations placed on such values, and/or New Right views and/or those which oppose this stance. Students may refer to a relevant area of social life and/or political debates around this matter in some depth and/or may look at relevant concepts such as the underclass, etc.

AO1 1

		AO	Marks
2	1	Describe one way in which recent governments have tried to improve conditions for older people and explain why this may not always have been successful. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, of, eg pension credits, providing various benefits, council services, targeted medical care, etc.	AO2	1
	NB: not pensions or any other measure that is not recent.		
	Plus		
	1-2 marks for a simple explanation, possibly via an example from the last two decades or so, which addresses the success or otherwise of the measure at a basic/general level.	AO2	2
	3 marks for a clear explanation explicitly related to the relative success of the measure. Students may refer to eg low take up, the complexity of the benefit system, cultural issues around accepting 'charity', the impact of government cutbacks, etc.	AO2	1

2 2

Describe **one** way in which members of minority ethnic groups may still experience prejudice **and** explain how this may affect the power they have in today's society. *(5 marks)*

1 mark for a partial description.

AO1 1

2 marks for an appropriate and more developed description which can be drawn from any relevant area of social life and/or which examines a relevant process such as stereotyping, stigmatising, etc.

AO2 1

Plus

1-2 marks for a simple explanation, possibly via an example, which addresses the impact on power relationships between one or more minority ethnic groups and/or ethnic groups in general and other social groups/institutions, etc.

AO2 2

NB: At this level students may conflate membership of a religion and membership of a minority ethnic group.

3 marks for clear explanation explicitly related to the relative power of one or more minority ethnic groups/ethnic groups in general and other social groups/institutions. Students may explore an example in some depth, or may refer to institutions such as the justice system, the media, etc.

AO2 1

NB: At this level students will be able to distinguish between membership of a religion and membership of a minority ethnic group.

Section 6

EITHER

		AO	Marks
2	3	Discuss how far sociologists would agree that in society today power is shared equally between women and men. (12 marks)	
0	No relevant points made.		
1–3	Basic statements about power 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 drawn from any relevant area of social life (eg on gender and politics, gender and the labour market), concepts (eg patriarchy, glass ceiling) and/or ideas (eg those from feminist 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 AO2	1 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). 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
	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 reference to theoretical and other debates about gender and power, by consideration of studies/evidence as to the distribution of power between genders, by consideration of the impact of variables such as class and ethnicity and so on).	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
2	4	Discuss how far sociologists would agree that in society today relationships between children and adults are increasingly democratic. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about children and/or adults and/or age. 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 children’s rights and responsibilities, changing power relationships in the family, etc), concepts (eg childhood, entitlement, democracy) and/or ideas (eg those from high modernity and postmodernist 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. 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 other factors impacting on power relationships between children and adults such as class and gender, etc, by consideration of the impact of cultural differences between various ethnic groups, by examining the impact of economic and social change within the family, by examining the impact of legislation, 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.

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

2	5	From Item G , what percentage of university students have a parent who is unskilled? <i>(1 mark)</i>		
		5.	AO3	1
2	6	From Item H , name one community whose members are less likely to be diagnosed as suffering from serious mental illness than the population as a whole. <i>(1 mark)</i>		
		One of White British, Chinese, Indian.	AO3	1
2	7	Identify two ways in which sociologists decide an individual's social status. <i>(2 marks)</i>		
		1 mark for each of any relevant way, eg economic position, income/wealth, level of education, occupational position, importance to society, etc.	AO1	2
2	8	Explain what sociologists mean by the glass ceiling. <i>(4 marks)</i>		
		1 mark for basic statements about women and/or the labour market.	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 inequalities faced by women in the labour market and/or links between data on gender and status in one or more relevant institutions.	AO1	2
		4 marks for a clear explanation, which is explicitly linked to the notion of invisible cultural barriers preventing access for women to high status roles in the labour market and/or other relevant institutions. Students might refer to particular examples in some depth, to concepts such as patriarchy, 'old boy' networks, etc.	AO1	1
		NB: Responses which refer to other groups (eg ethnic minorities, the disabled, etc) who face inequalities in the labour market and/or other relevant institutions may be credited in a similar manner to those referring to women.		

		AO	Marks
2	9	Describe one way in which governments have attempted to increase upward social mobility and explain why this may not have been successful. <i>(5 marks)</i>	
		AO1	1
		AO2	1
		Plus	
		AO2	2
		AO2	1
3	0	Describe one possible cause of social exclusion and explain why people often find it hard to escape from this situation. <i>(5 marks)</i>	
		AO1	1
		AO2	1
		Plus	
		AO2	2
		AO2	1

Section 8**EITHER**

		AO	Marks
3	1	Discuss how far sociologists would agree that Britain is now a classless society. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about class and/or inequality 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 distribution of occupational class, income, wealth, etc, some understanding of recent economic and social change), concepts (eg class, achieved status, etc) and/or ideas (eg those derived from Marxist, neo-liberal 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'. 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 nature, distribution and/or existence of class today, the nature of inequality in society today, the degree to which social class is 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 a person's ethnicity is the most important factor affecting his or her life chances. <i>(12 marks)</i>	AO	Marks
0	No relevant points made.		
1–3	Basic statements about ethnicity and/or discrimination and/or life chances 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 on one or more aspects of ethnicity and life chances), concepts (eg prejudice, discrimination, life chances) and/or ideas (eg from conflict positions), though focus may not be consistent and the quality/range of the material may be limited. Responses at this level may tend to treat ethnicity at a generalised level and not distinguish between different groups. 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 detailed reference to relevant studies or evidence on ethnicity and life chances, by consideration of differences within and between ethnic groups, by discussion of the importance of other factors such as class and gender, 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.

Assessment Objectives Grid – Unit 2

Examination Series: June 2012

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

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