

Sociology

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

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

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

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Annotations

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

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| 1 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Changing norms and values • Reduced social stigma • Higher expectations of marriage • Decline in importance of family • Greater importance of agents of secondary socialisation • Negative aspects of the nuclear family leading to breakdown • Changing role of women and desire for greater freedom • Divorce more accessible • Legal and social policy changes • Increase in cohabitation • Concepts such as secularisation, confluent love, serial monogamy, ageing population • Reference to evidence from feminism, postmodernism, functionalism, New Right, Giddens, relevant statistics • Explanations may also refer to increasing choice and diversity, feminisation of labour force giving women greater economic independence, increased individualism, effect of increased life expectancy, greater acceptance of family diversity • Any other reasonable point. | 17 | Credit should be given to reference made to 1969/71 legislation although more wide ranging answers may well include more recent divorce reforms. Reference to divorce legislation, although appropriate, is not a requirement. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| (b) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Theories: view located within New Right supported by functionalism • Concepts such as traditional family values, family as cornerstone of society, fragmented family, maternal deprivation, familial ideology, underclass, male role model, feral youth • Studies such as Dennis & Erdos, Murray, O'Neill, evidence used in support from De'ath & Slater on issues in reconstituted families • Reference to relevant social policy such as tax allowances related to marital status • Reference to contemporary issues • Candidates may refer to methodological issues <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as golden age, negative labelling, stereotyping, scapegoating, sexist, patriarchal, dark side, individualism, diversity and choice, multicultural society • Studies such as Rapoport, Oakley, Barrett & McIntosh, Weeks and Dunne on sexual diversity, Beck and Beck-Gernsheim, Stacey on postmodern views • Theories such as postmodern views on diversity and choice, Marxism, feminist views, views of New Labour. In support of the view, functionalism on naturalness of nuclear family • Reference to relevant social policy, persistence of nuclear family • Candidates may refer to methodological issues • Any other reasonable response | 33 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 2 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Changing masculinities and femininities • Women's increased role in labour market • Changing role of fathers in society • More consumerist lifestyles requiring dual earners • Couples having fewer children and having them later allowing women, in particular, to develop careers before motherhood • Decline in marriage leading to less traditional roles • Impact of increase in divorce • Impact of social policy such as paternity leave • Reference to ways of examining roles including childcare, breadwinner role, household chores • Concepts such as shift-parenting, consumerism, individualism, family diversity, new man, confluent love, pure love, all singing all dancing superdad, complicit masculinity, assertive femininity • Reference to evidence from Social Trends, feminism, postmodernism, New Right, Connell, Sharpe, Willmott & Young, Giddens, Warin, Dermott, Beck, Hardill • Explanations may refer to increasing choice and diversity, changing role of women in society, feminisation of labour force, secularisation, increased individualism, changing attitudes and values • Any other reasonable point. | 17 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| 2 (b) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive and depends on the approach taken:</p> <ul style="list-style-type: none"> • Concepts such as macro, structuralist, geographical mobility, familial ideology, false needs, false class consciousness, consumerism, reproduction of capitalism, private/public spheres, reserve army of labour, dark side of family life, ideological conditioning device, safety valve, consumer culture, sexual division of labour, work/life balance, reproduction of labour force, • Studies such as Marx, Engels, Zaretsky, Marcuse, Cooper, Barrett & McIntosh, Ansley, Beechey, McIntosh • Theories: Marxism, Marxist feminist views • Candidates may refer to methodological issues <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> • Concepts such as functional, traditional, organic analogy, socialisation, value consensus, social integration, social stability, instrumental and expressive needs, warm bath theory, biological determinism, cornerstone of society, geographical mobility as positive function, family diversity, patriarchy, golden age, feminisation of labour market, equal opportunities, individualism, deterministic • Studies such as Parsons, Chester, Murdock, Dennis & Erdos, Redwood, O'Neill, Saunders Laslett, Somerville, Stacey, Beck & Beck-Gernsheim, Lewis on New Labour policies, Laing, Leach • Theories: Functionalism, New Right, postmodern views on equality, diversity and choice, blurred boundaries, feminist views including liberal feminist views on changing gender roles in society, radical feminist views on the persistence of patriarchal society, other views on dark side of family life • Candidates may refer to methodological issues • Any other reasonable response | 33 | <p>There are a variety of approaches to this question. For example, candidates may choose to construct their response around a discussion of whether the family plays a positive or negative role in society. Candidates may choose to discuss and evaluate different sociological perspectives in turn.</p> <p>Discussion should focus on the role of the family in society. There may be relevant reference made to roles and/or relationships within the family but this should be in the context of the role of the family in society.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|----------|
| 3 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Genetic, biological explanations • Social causation • Cultural/behavioural explanations • Structural, material explanations • Differential accessing of medical services • Concepts such as risk, edgework, lifestyle, differentiated labour market, gender role socialisation, learned helplessness • Reference to evidence such as Waldron, Lyng, Taylor & Field, Seligman, Perren et al. • Data from sources such as Social Trends • Any other reasonable point. | 17 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| 3 (b) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as labelling, stigma, social construction, social control, relativity, deviance, master status • Studies such as Scheff, Szasz, Goffman, Rosenhan, Katz • Theory: interactionist explanations • Reference to Foucault's views on control, tool of power, discourse • Reference to the way in which definitions and treatments change over time • Candidates may refer to methodological issues <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as material deprivation, sexism, racism, social capital, social exclusion, iatrogenesis, medicalisation • Studies such as Rogers & Pilgrim, Stansfeld, Ross et al, McLoone, Nazroo, Virdee, Gove, Brown et al, Chesler, Busfield, Link & Phelan, Putnam, Wilkinson, Illich • Theories such as structuralist explanations, social causation, cultural explanations, artefact explanations, feminism, social realism • Reference to Myers' lifecourse model • Reference to social class, gender, ethnicity, age • Candidates may refer to methodological issues • Any other reasonable response | 33 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 4 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Patterns of morbidity related to social class • Patterns of mortality related to social class • Reference to particular forms of ill health including mental illness • Reference to different forms of capital such as social, economic etc • Concepts such as stereotyping, labelling, poverty, material deprivation, inequality, exploitation, social exclusion, cultural deprivation, food poverty, fuel poverty • Explanations such as social selection, cultural, structural/materialist and interactionist • Reference to evidence such as Nettleton, Shaw & Davey Smith, Browne & Bottrill, Coulthard, Black Report, Annandale & Field, Martin, Lobstein, Wilkinson • Any other reasonable point | 17 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| (b) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as sick role, organic analogy, rights, obligations, altruism, official gatekeepers, ethics, social order, diversity and choice, care in the community, negotiation between doctors and patients, Patients Charter, Hippocratic Oath, medical ethics, expertise • Studies such as Parsons, Barber, Giddens • Theories: functionalism, postmodern views on diversity and choice • Positive views on the rise of complementary/alternative medicine • Candidates may refer to methodological issue <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts/issues such as determinism, patient role, social closure, professionalisation, status, prestige, esoteric knowledge, social closure, exclusion, privilege, de-professionalisation, care in the community, ideological role, patriarchy, discourses, medicalisation, iatrogenesis • Studies such as Parry & Parry, Waitzkin, Oakley, Graham, Navarro, Doyal & Pennell, McKinlay, Cant & Sharma, Lupton, Foucault, Illich • Theories such as Weberianism, Marxism, interactionism, feminism, postmodernism (depending on approach taken) • Rise of complementary/alternative medicine as a challenge to role of medical professionals • Reference to evidence of conflictual nature of relationships including the rising number of complaints against medical professionals, need for Patients Charter, increased profile of managers and administrators • Differentiation between health care professionals • Candidates may refer to methodological issues • Any other reasonable response | 33 | <p>May be located within the functionalist perspective. Postmodern views may also be included. There are a number of approaches to evaluating the view and it is likely that candidates will produce a wider range of evidence to counter rather than support the view.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 5 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Changing nature of belief, commitment, membership, religiosity • Rise of NAMs and NRMs • Decline in attendance in some religious organisations • Changing profile of religious fundamentalism • Impact of agents of socialisation such as media, education • Concepts such as individualism, spiritual shopping, secularisation, multiculturalism, religious pluralism, diversity and choice, Islamophobia, believing without belonging, vicarious religion, cultural defence, client cults, disillusionment • Reference to Davie, Garrod, Bruce, Heelas, Armstrong, Ammerman, Bird, Lyon • Changes related to age, ethnicity, class and gender • Reference to contemporary examples • Any other reasonable point | 17 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| (b) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as organic analogy, collective conscience, social order, socialisation, identity, ideological role, stability, social solidarity, provision of support, conservative force, force for social change, revolutionary change, spiritual shopper, opium of the people, liberation theology, resistance, patriarchy, fundamentalism, protestant ethic, fundamentalism • Research from Durkheim, Malinowski, Parsons, O’Dea, Maduro, Leach, Hook, Engels, Marx, Armstrong, Holm, De Beauvoir, El Saadawi, Marshall • Theories such as functionalism, Marxism, neo-Marxism, Weberianism, postmodern views, feminist views • Reference to role of religion as positive or negative • Candidates may refer to methodological issues <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> • Evaluation of evidence used to support sociological explanations • Concepts used in evaluation such as spiritual shopper, organic analogy, collective conscience, social order, socialisation, identity, ideological role, stability, social solidarity, opium of the people, liberation theology, patriarchy, fundamentalism, protestant ethic, secular belief systems, civil religion, vicarious religion, globalisation • Studies offering explicit evaluation such as Beckford, Hamilton, Sombart, Kautsky, Bellah, Davie, Parkin • Theories such as functionalism, neo-functionalism, Weberianism, Marxism, neo-Marxism, postmodern views, feminist views • Differentiation in terms of ethnicity, gender, class, age • Reference to data on decline in significance of religion in society • Heightened profile of religion in society, post 9/11 • Reference to changing nature of role of religion in society • Candidates may refer to methodological issues • Any other reasonable response | 33 | <p>There are a variety of approaches to this question. For example, candidates may choose to construct their response around a discussion of whether religion plays a positive or negative role in society. Candidates may choose to discuss and evaluate different sociological perspectives in turn.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|----------|
| 6 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Young people less likely to be religious • Older people more likely to be religious • Differential appeal of NAMs and NRMs • Reference to attendance data, levels of participation, commitment, ageing effect etc. • Concepts such as marginalisation, social exclusion, empowerment, conservative force, generational effect, anomie, secularisation, spiritual shopping, individualism, vicarious religion, identity, disengagement, expanded spiritual marketplace, privatisation of belief, decline of meta-narratives • Reference to evidence from Voas & Crockett, Garrod, Brierley, Davie, Rankin, Modood et al, Heelas, Gill, Lynch • Reference to statistical data • Impact of class, gender and ethnicity • Any other reasonable point. | 17 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (b) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as spiritual shopper, religious pluralism, secularisation, disengagement, structural differentiation, societalisation, desacrilisation, disenchantment, disappearance thesis, cultural transition, cultural defence, rationalisation • Research from Berger, Bruce, Giddens, Bauman, Wilson, Crockett, Gill • Theories: postmodernism • Reference to data on decline in religious participation and attendance • Loss of political power • Reduction of religion to 'symbolic value' – 'hatching, matching and dispatching rituals' • Candidates may refer to methodological issues <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilisation, religious revival, holistic milieu, differentiation thesis, secularisation cycle, privatisation of belief • Studies such as Heelas & the Kendal Project, Stark & Bainbridge, Greeley, Davie, Martin, Bellah, Parsons, Casanova, Nelson • Theories: functionalism, Weberianism, Marxism, neo-Marxism • Differentiation in terms of ethnicity, gender, class, age • Evidence of increased participation in some religious groups eg NAMs, rise of Islam • Problems of measurement • Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark • Role of religion in supporting the establishment • Role of religion in supporting protest movements • RE in schools • Candidates may refer to methodological issues • Any other reasonable response | 33 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|--|
| 7 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • The role of the media in creating youth culture/subculture, shaping youth tastes, creation of moral panics • Influence of consumption on youth style; postmodern views on supermarket of style • Effect of schooling; extended education prolonging the period of youth, formation of school subcultures • Impact of demographic trends; baby boom generation • Impact of globalisation: Americanisation of youth market, hybrid subcultures • Impact of the economy on education and youth employment, introduction of EMA • Impact of the economy on development of oppositional subcultures • Reference to Thornton, Poleson, Cohen, Leech, Bennett, Hebdige, McRobbie, Clarke, Hobbs • Concepts such as subcultural capital, KIPPERS, supermarket of style – resistance, youthquake, bricolage, edgework, identity, magical solution, transition, rite of passage, patriarchy, hybridity, sense of belonging, anomie, alienation. • Theories such as Marxist, feminism • Reference to gender, ethnicity and social class • Any other reasonable point. | 17 | <p>Answers may explain the historical development during the 20th century and/or explain the development of contemporary or specific youth subcultures.</p> <p>It is likely that reference to functionalist views/theories of youth <i>culture</i> will only be of partial relevance to the question.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| (b) | <p>The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as crisis in masculinity, patriarchy, bedroom culture, malestream, gender stereotypes, marginalisation, invisibility, pillion passenger, ladettes, girl subcultures, girl gangs, riot girls, New Wave Girls, girl power • Studies such as Heidensohn, Sharpe, McRobbie & Garber, Jackson, Smart, Shain, Mirza, Osgerby, Katz, Lees, Blackman, Lincoln, Hollands • Theories: feminist views including liberal, radical and Marxist feminist • Girls' subordinate role • Changing masculinities and femininities • Reference to issues related to school subcultures, delinquent subcultures • Extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities • Reference to girls' social control including socialisation by family, school, media, peers • Reference to particular examples that neglect girls' experience such as the work of functionalists, CCCS • Ways in which female delinquency is handled differently eg chivalry factor • Candidates may refer to methodological issues <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as blurring of gender identities, changing masculinities and femininities, anomie, opportunity structures, status frustration, transitional phase, social integration, resistance, opposition, exaggeration, magical solutions, incorporation, marginalisation, peer pressure, racism, discrimination, status frustration, edgework, hybrid subcultures, ethnocentrism, neo-tribes, fluidity, supermarket of style, individualism • Studies such as Hebdige, Hall & Jefferson, Clarke, Brake, Muggleton, Hall, Thornton, Lyng, Bennett, Polemus, Furlong and Cartmel, Sewell, CCCS, Connell | 33 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none">• Theories such as Marxism, functionalism, postmodern views• Role of the media in shaping views about youth subcultures• Girls' deviance as under-studied by sociologists• Problems of access related to social control of girls• Importance of issues related to ethnicity and social class• Candidates may refer to methodological issues• Any other reasonable response | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 8 | (a) | <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Innate ability, biological explanations • Subject preferences • Socialisation in the home • Expectations in school • Explanations may refer to functionalist views on biological determinism, Marxist views on serving the occupational needs of capitalism, hidden curriculum, feminist views, gender role socialisation, parental expectations, labelling, stereotypes, peer pressure, pupil subcultures, vertical segregation, horizontal segregation, leaky pipe, gender filter, glass ceiling, under-representation in STEM subjects and careers, vocational education, role models • Reference to data on subject choice in support of given reason such as Mitsos, Kelly, Colley, Blickenstaff • Any other reasonable point. | 17 | Responses that only focus on differences in achievement and make no reference to subject choice should not be rewarded. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| (b) | <p>The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as delinquency, labelling, master status, stereotyping, self-fulfilling prophecy, moral panics, deviancy amplification, folk devils, deviant career, deviant subculture, societal reaction • Studies such as Becker, Cohen, Ben-Yehuda, Gillborn, Muncie, Thornton, Young, Lemert, Plummer • Theories: interactionism • Role of the media in creating moral panics • Role of authorities such as police • Issues related to youth deviance and education • Reference to patterns and trends, statistical data on youth deviance • Candidates may refer to methodological issues including a critique of official statistics <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> • Concepts such as delinquency, social exclusion, resistance, institutional racism, discrimination, status frustration, transitional phase, illegitimate opportunity structure, focal concerns of masculinity, crisis in masculinity, patriarchy, ladettes, peer pressure, edgework, anomie • Studies such as Knutssen, Abrams, Eisenstadt, CCCS, Cohen, Merton, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward & Ohlin, Hall • Theories such as functionalism, Marxism, feminism, postmodern views • Reference to social class, gender, ethnicity • Candidates may refer to methodological issues • Any other reasonable response | 33 | <p>There are a variety of approaches to this question. For example, candidates may choose to construct their response around a particular view and then counter this. Candidates may choose to discuss and evaluate different sociological perspectives in turn.</p> |

APPENDIX 1**Part (a) Questions (17 marks)****AO1 Knowledge and Understanding****Level 4**

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

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

Level 3

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

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

Level 2

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

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

Level 1

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

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

0 No appropriate sociological knowledge or understanding.

Part (b) Questions (33 marks)**AO1 Knowledge and Understanding (10 marks)****Level 4**

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

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

Level 3

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

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

Level 2

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

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

Level 1

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

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

0 No appropriate sociological knowledge or understanding.

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

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

Level 3

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

Level 2

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

Level 1

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

0 No appropriate interpretation and application.

AO2b Analysis and Evaluation (10 marks)**Level 4**

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

Level 3

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

Level 2

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

Level 1

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

0 No appropriate evaluation.

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