

Advanced Subsidiary GCE

**G672QP**

**SOCIOLOGY**

Unit G672: Topics in socialisation, culture  
and identity

**Specimen Paper**

Time: 1 hour 30 mins

Additional Materials: Answer Booklet (...pages)



**INSTRUCTIONS TO CANDIDATES**

- Answer **any two** of the eight essay questions.
- You may choose 2 questions from the same option **or** 1 question from each of two different options
- Each question has **two** parts.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part of question.
- The total number of marks for each question is 50.
- The total number of marks for this paper is **100**.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **4** printed pages.

You may choose 2 questions from the same option or 1 question from each of two different options.

Each question has **two** parts.

### Option 1

#### Sociology of the family

- 1 (a) Identify and explain **two** reasons for the growth in single person households in the contemporary UK. [17]  
 (b) Outline and evaluate the view that the nuclear family is the ideal family form. [33]
- 2 (a) Identify and explain **two** types of family diversity in the contemporary UK. [17]  
 (b) Outline and evaluate the view that relationships between men and women in the family are still patriarchal. [33]

### Option 2

#### Sociology of Health

- 3 (a) Identify and explain **two** features of the bio-medical model of understanding health and illness. [17]  
 (b) Outline and evaluate the view that class inequalities in health are caused by structural factors. [33]
- 4 (a) Identify and explain **two** ways in which becoming ill is a social process. [17]  
 (b) Outline and evaluate the view that health professionals have too much power in the contemporary UK. [33]

### Option 3

#### Sociology of Religion

- 5 (a) Identify and explain **two** difficulties in measuring religious commitment. [17]  
 (b) Outline and evaluate the view that religion is a conservative force. [33]
- 6 (a) Identify and explain **two** ways in which religion may be seen as patriarchal. [17]  
 (b) Outline and evaluate the view that religion has lost its importance in the contemporary UK. [33]

**3**  
**Option 4**

**Sociology of Youth**

- 7 (a) Identify and explain **two** ways in which ethnicity may affect a pupil's experience of education. [17]
- (b) Outline and evaluate the view that school subcultures are a product of the social class background of the young people involved. [33]
- 8 (a) Identify and explain **two** ways in which young women are involved in youth subcultures. [17]
- (b) Outline and evaluate the view that youth subcultures are an expression of resistance. [33]

**Paper Total [100]**

SPECIMEN

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The maximum mark for this paper is **100**.

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Option 1		
Question Number	Answer	Marks
1(a)	<p><b>Identify and explain <u>two</u> reasons for the growth in single person households in the contemporary UK [17 marks]</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Decline in marriage</li> <li>• Increase in divorce</li> <li>• Increased importance of friendship compared to family</li> <li>• Changing employment patterns</li> <li>• Changing attitudes</li> <li>• Increasing life expectancy – death of a spouse</li> <li>• Reference to evidence from Berthoud and Gershuny, McRae, Hall, Goldscheider &amp; Waite, Social Trends, feminism, postmodernism</li> <li>• Explanations may refer to increasing choice and diversity, changing role of women in society, temporary arrangement linked to serial monogamy, age, gender or marital status</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two reasons for the growth in single person households in the contemporary UK. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band theories/concepts/evidence may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two reasons for the growth in single person households in the contemporary UK. There will be reference to appropriate sociological theories and/or concepts or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p>	

Option 1		
Question Number	Answer	Marks
1(a) cont'd	<p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two reasons for the growth in single person households in the contemporary UK but the breadth of discussion will be more limited than in the previous band and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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.</p> <p><b>Level 1 1-4 marks</b></p> <p>Candidates show a limited knowledge and understanding of at least one reason for the growth in single person households in the contemporary UK and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 Marks</b></p> <p>No appropriate sociological knowledge or understanding.</p>	[17]
1(b)	<p><b>Outline and evaluate the view that the nuclear family is the ideal family form. [33 marks]</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Theories; view located within functionalism / new right, warm bath theory</li> <li>• Concepts such as stabilisation of personalities, nurturing, providing for sexual, economic, welfare needs, social control, consensus</li> <li>• Studies such as Dennis &amp; Erdos</li> <li>• Ideological stance supported by the state, social policy, media and other social institutions.</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories; Conflict perspectives including Marxism, feminism, postmodern views about diversity and choice</li> <li>• Studies such as Dobash &amp; Dobash, Cooper, Laing, Barrett &amp; MacIntosh</li> <li>• Concepts such as dark side of family life, dysfunctional, diversity, exploitation, oppression, domestic division of labour</li> <li>• Any other reasonable point.</li> </ul>	[33]

Mark grids for question 1(b) follow on the next three pages.

## Marking grid question 1(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
Level 4	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that the nuclear family is the ideal family type and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. Responses will contain wide ranging and detailed knowledge and understanding. At the bottom of the band responses 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that the nuclear family is the ideal family type. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data for both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that the nuclear family is the ideal family type. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 1(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<b>Level 3</b>	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that the nuclear family is the ideal family type and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that the nuclear family is the ideal family type. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that the nuclear family is the ideal family type. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

## Marking grid question 1(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 2</b></p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that the nuclear family is the ideal family type and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that the nuclear family is the ideal family type. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that the nuclear family is the ideal family type. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<p><b>Level 1</b></p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that the nuclear family is the ideal family type. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that the nuclear family is the ideal family type. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that the nuclear family is the ideal family type.</p>

Option 1		
Question Number	Answer	Marks
2(a)	<p><b>Identify and explain <u>two</u> types of family diversity in the contemporary UK. [7 marks]</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Single parent families</li> <li>• Beanpole families</li> <li>• Reconstituted families</li> <li>• Aspects of cultural, class, sexual, structural diversity etc</li> <li>• Reference to evidence from Social Trends, Kiernan &amp; Mueller, Allan &amp; Crow, Berthoud &amp; Beishon, Beck-Gernsheim, Weeks, Eversley &amp; Bonnerjea, postmodernism, feminism</li> <li>• Any other reasonable point.</li> </ul>	
	<b>A01</b> Knowledge and Understanding	
	<p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two types of family diversity in the contemporary UK. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two types of family diversity in the contemporary UK. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p> <p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two types of family diversity in the contemporary UK but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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.</p>	

Option 1		
Question Number	Answer	Marks
2(a) cont'd	<p><b>Level 1 1-4 marks</b></p> <p>Candidates show a limited knowledge and understanding of at least one type of family diversity in the contemporary UK and/or one appropriate idea or concept. The candidate will present material of marginal relevance.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No appropriate sociological knowledge or understanding</p>	[17]
2(b)	<p><b>Outline and evaluate the view that relationships between men and women in the family are still patriarchal.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Theories; view located within feminism (liberal, Marxist, radical)</li> <li>• Studies such as Oakley, Dobash &amp; Dobash, Allan &amp; Crow, McMahon, Duncombe &amp; Marsden, Vogler &amp; Pahl, Edgell</li> <li>• Concepts/issues such as decision-making, conjugal roles, domestic division of labour, child care, care of the elderly, leisure activities, dual burden, triple shift, domestic violence, dark side of family life</li> <li>•</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories such as postmodern views on diversity and choice, functionalism on naturalness of patriarchal family</li> <li>• Studies such as British Social Attitudes Survey, British Household Panel Survey, Gershuny, Vogler &amp; Pahl showing a shift towards greater sharing of roles</li> <li>• Concepts such as symmetrical families, egalitarian relationships, changing masculinity, crisis in masculinity, new man, family diversity, lagged adaptation</li> <li>• Reference to diversity e.g. class, ethnicity</li> <li>• Any other reasonable point.</li> </ul>	[33]
<b>Option 1 Total</b>		<b>[50]</b>

Mark grids for question 2(b) follow on the next three pages.

## Marking grid question 2(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<b>Level 4</b>	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that relationships between men and women in the family are still patriarchal and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that relationships between men and women in the family are still patriarchal. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that relationships between men and women in the family are still patriarchal. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 2(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 3</b></p>	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that relationships between men and women in the family are still patriarchal and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that relationships between men and women in the family are still patriarchal. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that relationships between men and women in the family are still patriarchal. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<b>Level 2</b>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that relationships between men and women in the family are still patriarchal and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that relationships between men and women in the family are still patriarchal. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that relationships between men and women in the family are still patriarchal. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<b>Level 1</b>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that relationships between men and women in the family are still patriarchal. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that relationships between men and women in the family are still patriarchal. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that relationships between men and women in the family are still patriarchal.</p>

## Marking grid question 2(b)

Option 2		
Question Number	Answer	Marks
3(a)	<p><b>Identify and explain <u>two</u> features of the bio-medical model of understanding health and illness. [17 marks]</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Focus on ill health, treatment of sick and disabled people</li> <li>• Function of health services as remedial or curative</li> <li>• Pathogenic focus emphasizing risk factors, ascertaining abnormality, normality</li> <li>• Mind-body dualism</li> <li>• Analogy with body as a machine (mechanical metaphor), mechanistic definition of health</li> <li>• Objective, rational, scientific approach</li> <li>• High value placed on scientific medicine, trained medical personnel, medical technology, scientific research</li> <li>• Health regarded as absence of disease/disability</li> <li>• Biologically reductionist</li> <li>• Reference to evidence such as Engel, McKeown</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two features of the bio-medical model of understanding health and illness. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two features of the bio-medical model of understanding health and illness. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p>	

Option 2		
Question Number	Answer	Marks
3(a) cont'd	<p><b>Level 2 5-8 marks</b> Candidates show a basic knowledge and understanding of two features of the bio-medical model of understanding health and illness but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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.</p> <p><b>Level 1 1-4 marks</b> Candidates show a limited knowledge and understanding of at least one feature of the bio-medical model of understanding health and illness and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b> No appropriate sociological knowledge or understanding.</p>	[17]

Option 2		
Question Number	Answer	Marks
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"> <li>• Theory; view located within Marxism, materialist, structuralist explanations</li> <li>• Studies such as Our Healthier Nation, The Acheson Report, The Health Divide, Black Report, Townsend, Wilkinson, Illich, Martin et al, Lobstein, Wrigley, Wilkinson, Doyal &amp; Pennell</li> <li>• Concepts such as material deprivation, culture of inequality, social capital</li> <li>• Reference to statistical evidence, mortality rates, morbidity rates</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories such as cultural-behavioural explanation, social selection explanation, artefact explanation, postmodernism</li> <li>• Studies such as Sweeting &amp; West, Shaw et al, Illsley, Le Grand, Carr-Hill, Hart, Saunders</li> <li>• Concepts such cultural deprivation, absolute improvements in health, consumption, risky lifestyles</li> <li>• Reference to geographical differences, gender, age, ethnicity</li> <li>• Any other reasonable point.</li> </ul>	<b>[33]</b>

Mark grids for question 3(b) follow on the next three pages

## Marking grid for question 3(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<b>Level 4</b>	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that class inequalities in health are caused by structural factors and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that class inequalities in health are caused by structural factors. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that class inequalities in health are caused by structural factors. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 3(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 3</b></p>	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that class inequalities in health are caused by structural factors and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that class inequalities in health are caused by structural factors. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that class inequalities in health are caused by structural factors. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

## Marking grid question 3(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 2</b></p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that class inequalities in health are caused by structural factors and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that class inequalities in health are caused by structural factors. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that class inequalities in health are caused by structural factors. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<p><b>Level 1</b></p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that class inequalities in health are caused by structural factors. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that class inequalities in health are caused by structural factors. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that class inequalities in health are caused by structural factors.</p>

Option 2		
Question Number	Answer	Marks
4(a)	<p><b>Identify and explain <u>two</u> ways in which becoming ill is a social process. [17 marks]</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Issues related to defining and measuring health and illness, social construction, labelling, cultural relativity</li> <li>• Evidence drawn from models of health and illness e.g. social, cultural, material</li> <li>• Issues related to social policy, health care.</li> <li>• Functionalist views on the social role of medicine, sick role, social control, doctors as gate-keepers</li> <li>• Reference to evidence such as L'Esperance, Blaxter, Howlett et al, Parsons, Szasz, interactionism</li> <li>• Reference to class, ethnicity, gender, age, mental health</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two ways in which becoming ill is a social process. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two ways in which becoming ill is a social process. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p> <p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two ways in which becoming ill is a social process but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason fully explained can reach the top of this band.</p>	

Option 2		
Question Number	Answer	Marks
<p><b>4(a)</b> <b>cont'd</b></p>	<p>The quality of written communication will be basic presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p><b>Level 1 1-4 marks</b></p> <p>Candidates show a limited knowledge and understanding of at least one way in which becoming ill is a social process and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No appropriate sociological knowledge or understanding.</p>	<p>[17]</p>
<p><b>4(b)</b></p>	<p><b>Outline and evaluate the view that health professionals have too much power in the contemporary UK. [33 marks]</b></p> <p>There are a number of valid approaches to this question. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Theories such as Marxism, feminism, interactionism</li> <li>• Studies such as Illich, Doyal &amp; Pennell, Navarro, Turner, Miles, Oakley, Goffman, Nazroo, Szasz</li> <li>• Concepts such as medicalisation, patriarchal dominance, iatrogenesis, social control, labelling</li> <li>• Reference to mental health</li> <li>• Reference to social class, gender, ethnicity, sexuality</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories such as functionalism, Weberianism, postmodernism, bio-medical model</li> <li>• Studies such as Parsons, Van Dalen, Stainton-Rogers, Millerson, Haug, Carpenter</li> <li>• Concepts/issues such as health professionals and the sick role, de-professionalisation, rise of complementary/alternative medicine, care in the community, negotiation between doctors and patients</li> <li>• Some new, degenerative diseases lead to erosion of medical power</li> <li>• Rising number of complaints against medical professionals, Patients Charter, increased profile of managers and administrators</li> <li>• Differentiation between health care professionals</li> <li>• Any other reasonable point</li> </ul>	<p>[33]</p>
<b>Option 2 Total</b>		<b>[50]</b>

Mark grids for question 4(b) follow on the next three pages.

## Marking grid question 4(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 4</b></p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that health professionals have too much power in the contemporary UK and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that health professionals have too much power in the contemporary UK. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that health professionals have too much power in the contemporary UK. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 4(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 3</b></p>	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that health professionals have too much power in the contemporary UK and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that health professionals have too much power in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that health professionals have too much power in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

## Marking grids question 4(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 2</b></p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that health professionals have too much power in the contemporary UK and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that health professionals have too much power in the contemporary UK. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that health professionals have too much power in the contemporary UK. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<p><b>Level 1</b></p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that health professionals have too much power in the contemporary UK. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that health professionals have too much power in the contemporary UK. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that health professionals have too much power in the contemporary UK.</p>

Option 3		
Question Number	Answer	Marks
5(a)	<p><b>Identify and explain <u>two</u> difficulties in measuring religious commitment.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Problems in measuring religious membership, interpretivist view, validity, reliability</li> <li>• Practice may not indicate belief, 'belonging without believing'</li> <li>• Problems in measuring religiosity, personal nature of belief, 'believing without belonging', NRMs</li> <li>• Reference to 'spiritual shopping', postmodernism</li> <li>• Reference to evidence from Davie, Martin, Hamilton</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two difficulties in measuring religious commitment. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two difficulties in measuring religious commitment. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p>	

Option 3		
Answer	Marks	
5(a) cont'd	<p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two difficulties in measuring religious commitment but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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.</p>	
	<p><b>Level 1 1-4 marks</b></p> <p>Candidates show a limited knowledge and understanding of at least one difficulty in measuring religious commitment and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No appropriate sociological knowledge or understanding.</p>	[17]
5(b)	<p><b>Outline and evaluate the view that religion is a conservative force.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Theories such as functionalism, Marxism</li> <li>• Studies such as Bellah, Halevy, Leach, Hook, Bruce, Durkheim, Malinowski, Parsons</li> <li>• Concepts such as conservative force, rise of fundamentalism as a conservative force, socialisation, culture, consensus, social integration, social solidarity, collective, conscience, civil religion, ideological control, opium of the people, theodicy</li> <li>• Dimensions of ethnicity, gender, class, age etc – religion maintaining consensus among disadvantaged groups</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories such as Weberianism, Neo Marxism, liberation theology</li> <li>• Studies such as Maduro, Parkin, O'Toole</li> <li>• Concepts related to liberation theology, bias towards the poor, praxis</li> <li>• Concepts such as rise of fundamentalism as revolutionary, secularisation, protestant ethic, theodicy</li> <li>• Dimensions of ethnicity, gender, class, age etc as challenging the status quo</li> <li>• Examples of discord/hostility linked to religious belief</li> <li>• Any other reasonable point</li> </ul>	[33]

Mark grids for question 5(b) follow on the next three pages.

## Marking grid question 5(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
Level 4	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that religion is a conservative force and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion is a conservative force. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that religion is a conservative force. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 5(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
Level 3	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that religion is a conservative force and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. The quality of written communication will be basic, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion is a conservative force. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that religion is a conservative force. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

## Marking grid question 5(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 2</b></p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that religion is a conservative force and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion is a conservative force. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that religion is a conservative force. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<p><b>Level 1</b></p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that religion is a conservative force. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion is a conservative force. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that religion is a conservative force.</p>

Option 3		
Question Number	Answer	Marks
6(a)	<p><b>Identify and explain <u>two</u> ways in which religion may be seen as patriarchal. [17 marks]</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Women's sexuality viewed as threatening or unacknowledged</li> <li>• Focus on familial ideology, segregated gender roles</li> <li>• Exploitation of women in some sects</li> <li>• Continuing prevalence of use of gendered language in ceremonies, texts, images of the divine are predominantly male</li> <li>• Prevalence of patriarchal, hierarchical structures, controlled and occupied by men, limited role of women in religious organisations</li> <li>• Impact of fundamentalism</li> <li>• Reference to Holm, de Beauvoir, El Saadawi, Daly, feminism</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two ways in which religion may be seen as patriarchal. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two ways in which religion may be seen as patriarchal. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p>	

Option 3		
Question Number	Answer	Marks
6(a) Cont'd	<p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two ways in which religion may be seen as patriarchal but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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.</p> <p><b>Level 1 1-4 marks</b></p> <p>Candidates show a limited knowledge and understanding of at least one way in which religion may be seen as patriarchal and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No appropriate sociological knowledge or understanding.</p>	[17]

Option 3		
Question Number	Answer	Marks
6(b)	<p><b>Outline and evaluate the view that religion has lost its importance in the contemporary UK.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Location within secularization debate</li> <li>• Theories such as postmodernism</li> <li>• Studies such as Wilson, Hamilton, Brierley, Bruce, Wallis, Berger, Davie</li> <li>• Concepts such as religious pluralism, spiritual shopper, belonging without believing, disengagement, rationalisation, new religious movements, new age movements</li> <li>• Reference to data on decline in religious participation</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories such as postmodernism, functionalism, Marxism, Weberianism</li> <li>• Studies such as Thompson, Parsons, Stark &amp; Bainbridge, Greeley, Nelson, Leger, Heelas, Bellah, Giddens, Bauman, Davie</li> <li>• Concepts such as religious fundamentalism, religious revivals, religious pluralism, believing without belonging, religious compensators, holistic milieu, new religious movements, new age movements</li> </ul> <p>Role of religion in supporting the establishment, R.E. in schools</p> <ul style="list-style-type: none"> <li>• Reference to evidence of increased participation in some religious groups</li> <li>• Heightened profile of religion in society, post 9/11</li> <li>• Difficulties in measurement, validity</li> <li>• The question of social profile may be discussed with reference to class, gender, ethnicity and/or age.</li> </ul>	<b>[33]</b>
	<b>Option 2 total</b>	<b>[50]</b>

Mark grids for question 6(b) follow on the next three pages.

## Marking grid question 6(b)

Question Number	Answer	Marks	
Level	<b>A01 Knowledge and Understanding</b>	<b>A02 (a) Interpretation and Application</b>	<b>A02 (b) Evaluation and Analysis</b>
<b>Level 4</b>	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that religion has lost its importance in the contemporary UK and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion has lost its importance in the contemporary UK. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that religion has lost its importance in the contemporary UK. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 6(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 3</b></p>	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that religion has lost its importance in the contemporary UK and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion has lost its importance in the contemporary UK. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that religion has lost its importance in the contemporary UK. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

<b>Marking grid for 6(b)</b>			
<b>Level</b>	<b>A01 Knowledge and Understanding</b>	<b>A02 (a) Interpretation and Application</b>	<b>A02 (b) Evaluation and Analysis</b>
<b>Level 2</b>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that religion has lost its importance in the contemporary UK and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion has lost its importance in the contemporary UK. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that religion has lost its importance in the contemporary UK. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<b>Level 1</b>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that religion has lost its importance in the contemporary UK. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that religion has lost its importance in the contemporary UK. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that religion has lost its importance in the contemporary UK.</p>

Option 4		
Question Number	Answer	Marks
7(a)	<p><b>Identify and explain <u>two</u> ways in which ethnicity may affect a pupil's experience of education.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Racism in schools</li> <li>• Ethnocentric curriculum</li> <li>• Influence of school subcultures</li> <li>• Influence of factors outside of schools</li> <li>• Faith schools</li> <li>• Evidence relating to differential educational achievement</li> <li>• Reference to evidence from Sewell, Mac an Ghail, O'Donnell and Sharpe, Mirza, Connolly, Interactionism</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two ways in which ethnicity may affect a pupil's experience of education. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two ways in which ethnicity may affect a pupil's experience of education. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p>	

Option 4		
Question Number	Answer	Marks
7(a) cont'd	<p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two ways in which ethnicity may affect a pupil's experience of education but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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</p> <p>Candidates show a limited knowledge and understanding of at least one way in which ethnicity may affect a pupil's experience of education and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No appropriate sociological knowledge or understanding.</p>	[17]
7(b)	<p><b>Outline and evaluate the view that school subcultures are a product of the social class background of the young people involved.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Theories such as Marxism, new right</li> <li>• Studies such as Willis, Hargreaves, Lacey, Ball, Brown, Riseborough</li> <li>• Concepts/issues such as problems of unemployment, loss of community, opposition, resistance, marginalisation, status frustration, economic capital, cultural capital, typing, streaming, banding on the basis of social class leading to formation of subcultures.</li> <li>•</li> <li>• In evaluation; <ul style="list-style-type: none"> <li>• Theories such as postmodernism, functionalism, interactionism, feminism</li> <li>• Studies such as Mac an Ghail. Haywood, Sewell, Mirza, Connell, Ball, Brown, Riseborough, O'Donnell &amp; Sharpe</li> <li>• Concepts such as crisis in masculinity, patriarchy, consumerism, response to agents of social control e.g. parents, police, media, racism, hidden curriculum, peer-group pressure</li> <li>• School subcultures as a response to factors within school including concepts such as labelling, stereotyping, streaming, institutional racism, discrimination</li> <li>• Discussion of factors such as gender and ethnicity.</li> </ul> </li> </ul>	[33]

Mark grids for question 7(b) follow on the next three pages.

## Marking grid question 7(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
Level 4	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that school subcultures are a product of the social class background of the young people involved and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that school subcultures are a product of the social class background of the young people involved. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that school subcultures are a product of the social class background of the young people involved. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 7(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
Level 3	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that school subcultures are a product of the social class background of the young people involved and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that school subcultures are a product of the social class background of the young people involved. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that school subcultures are a product of the social class background of the young people involved. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

## Marking grid question 7(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 2</b></p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic knowledge and understanding of the view that school subcultures are a product of the social class background of the young people involved and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>	<p><b>4-6 marks</b></p> <p>Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that school subcultures are a product of the social class background of the young people involved. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.</p>	<p><b>3-4 marks</b></p> <p>Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that school subcultures are a product of the social class background of the young people involved. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.</p>
<p><b>Level 1</b></p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that school subcultures are a product of the social class background of the young people involved. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>	<p><b>1-3 marks</b></p> <p>Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that school subcultures are a product of the social class background of the young people involved. At least one form of data will be applied for or against the view.</p>	<p><b>1-2 marks</b></p> <p>Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that school subcultures are a product of the social class background of the young people involved.</p>

Option 4		
Question Number	Answer	Marks
8(a)	<p><b>Identify and explain <u>two</u> ways in which young women are involved in youth subcultures.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Girls and Bedroom Culture</li> <li>• Feminist views on invisibility of girls, subordinate role</li> <li>• Postmodern views</li> <li>• Explanations including parental control, societal expectations, effect of girl power, impact of social change</li> <li>• Reference to evidence such as McRobbie &amp; Garber, Frith, Osgerby, Thornton, feminism, postmodernism</li> <li>• Reference to particular examples of youth subcultures</li> <li>• Any other reasonable point.</li> </ul> <p><b>A01</b> Knowledge and Understanding</p> <p><b>Level 4 13-17 marks</b></p> <p>Candidates show a very good knowledge and understanding of two ways in which young women are involved in youth subcultures. At the top of the band there will be appropriate sociological theories and/or concepts and/or contemporary evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. Responses will contain wide ranging and detailed knowledge and understanding. 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.</p> <p><b>Level 3 9-12 marks</b></p> <p>Candidates show good knowledge and understanding of two ways in which young women are involved in youth subcultures. There will be reference to appropriate sociological theories and/or concepts and/or contemporary evidence but the level of elucidation will be less developed than in the previous band and evidence is more likely to be anecdotal rather than empirical or theoretical at the bottom of the band. Responses will contain wide ranging or detailed knowledge and understanding. 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.</p>	

Option 4		
Question Number	Answer	Marks
8(a) cont'd	<p><b>Level 2 5-8 marks</b></p> <p>Candidates show a basic knowledge and understanding of two ways in which young women are involved in youth subcultures but the breadth of discussion will be more limited and examples given may be less pertinent or their relevance not clearly established. Sociological ideas may be marginally related. One reason 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.</p> <p><b>Level 1 1-4 marks</b></p> <p>Candidates show a limited knowledge and understanding of at least one way in which young women are involved in youth subcultures and/or one appropriate idea or concept. The candidate will present material of marginal relevance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No appropriate sociological knowledge or understanding.</p>	[17]
8(b)	<p><b>Outline and evaluate the view that youth subcultures are an expression of resistance.</b></p> <p>There are a number of valid approaches to this question. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Theory; view located within conflict perspectives such as Marxism, Neo-Marxism, Feminism</li> <li>• Studies such as CCCS, P. Cohen, Hebdige, Hall, Jefferson, Brake, Gilroy, Sivanandan</li> <li>• Concepts including bricolage, magical solutions, hegemony, opposition, marginalisation, hegemony, resistance, racism, sexism</li> </ul> <p>In evaluation;</p> <ul style="list-style-type: none"> <li>• Theories such as functionalism, postmodernism</li> <li>• Studies such as Hobbs, Roszak, McRobbie &amp; Garber, Polhemus, Thornton, S. Cohen</li> <li>• Concepts/issues such as supermarket of style, incorporation, neo-tribes, status frustration, bedroom culture, invisible girls, patriarchy, hybrid subcultures, risk, role of the media</li> <li>• Evaluative points referring to gender, ethnicity, social class</li> <li>• Any other reasonable point.</li> </ul>	[33]
<b>Option 4 Total</b>		<b>[50]</b>
<b>Paper Total</b>		<b>[100]</b>

Mark grids for question 8(b) follow on the next three pages.

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<p><b>Level 4</b></p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good knowledge and understanding of the view that youth subcultures are an expression of resistance and of appropriate sociological theories and/or concepts and/or accurate contemporary evidence. There may also be reference to methods. Knowledge of counter arguments to the view will be clearly presented. 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.</p>	<p><b>10-13 marks</b></p> <p>Candidates show a very good ability to interpret sociological knowledge/data and apply it to a discussion of the view that youth subcultures are an expression of resistance. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.</p>	<p><b>8-10 marks</b></p> <p>Candidates show a very good ability to evaluate and analyse sociological knowledge, using available evidence, arguments and alternative explanations about the view that youth subcultures are an expression of resistance. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts and/or empirical evidence and/or theoretical arguments addressing both sides of the view. There may 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. Evaluation will be sustained.</p>

## Marking grid question 8(b)

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<b>Level 3</b>	<p><b>5-7 marks</b></p> <p>Candidates show a good knowledge and understanding of the view that youth subcultures are an expression of resistance and of appropriate sociological theories and/or concepts and/or contemporary evidence. Responses will contain wide ranging or detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. There may be limited reference to methods. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected. 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.</p>	<p><b>7-9 marks</b></p> <p>Candidates show a good ability to interpret sociological knowledge/data and apply it to a discussion of the view that youth subcultures are an expression of resistance. Expect to see some interpretation of patterns and/or trends and/or research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.</p>	<p><b>5-7 marks</b></p> <p>Candidates show a good ability to evaluate and analyse sociological knowledge about the view that youth subcultures are an expression of resistance. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.</p>

Level	A01 Knowledge and Understanding	A02 (a) Interpretation and Application	A02 (b) Evaluation and Analysis
<b>Level 2</b>	<b>3-4 marks</b>  Candidates show a basic knowledge and understanding of the view that youth subcultures are an expression of resistance and of appropriate sociological theories and/or concepts and/or evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial and is likely to concentrate on one side of the view entirely at the expense of the other. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.	<b>4-6 marks</b>  Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion of the view that youth subcultures are an expression of resistance. More than one dimension to the arguments and evidence will be applied, for or against the view. Evidence may be superficial and contain inaccuracies.	<b>3-4 marks</b>  Candidates show a basic ability to evaluate and/or analyse sociological knowledge about the view that youth subcultures are an expression of resistance. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side of the view entirely at the expense of the other.
<b>Level 1</b>	<b>1-2 marks</b>  Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts and/or evidence of the view that youth subcultures are an expression of resistance. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.	<b>1-3 marks</b>  Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion of the view that youth subcultures are an expression of resistance. At least one form of data will be applied for or against the view.	<b>1-2 marks</b>  Candidates show a limited ability to evaluate and/or analyse sociological knowledge about the view that youth subcultures are an expression of resistance.

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2(a)</b>	<b>AO2(b)</b>	<b>Total</b>
<b>1(a)/2(a)/3(a)/4(a)*</b>	17 x 2	0	0	<b>34</b>
<b>1(b)/2(b)/3(b)/4(b)*</b>	10 x 2	13 x 2	10 x 2	<b>66</b>
<b>Totals</b>	<b>54</b>	<b>26</b>	<b>20</b>	<b>100</b>

\*Candidates answer **two** questions chosen from **two** options. Each question has **two** parts.

SPECIMEN