

GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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















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

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Unclear/confused/inaccurate
	Application/Interpretation
	Blank Page
	Development of point
	Example
	Explicit evaluation/Analysis
	Juxtaposition
	Knowledge and understanding
	Limited
	Inaccurate/irrelevant
	Repetition
	Unsubstantiated/implicit
	Very good
	Partial relevance/Generalised knowledge

Question		Answer	Mark	Guidance
1	(a)	<p>Identify and explain two trends in families over the past 30 years.</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"> • Changes such as increases in single parent families, same sex families, beanpole families, reconstituted families, cohabitation, egalitarian families, peer-shared households, cultural diversity, voluntary childlessness • Changes such as decrease in marriage increase in divorce • Changes to relationships within the family such as more egalitarian, increase in matrifocal/patrifocal relationships • Changes to nuclear family such as shift away from traditional nuclear families • Concepts such as individualisation, individualism, secularisation, feminisation of labour market, emancipation of women, friends are the new family, families of choice, boomerang generation, neo-conventional family, family diversity • Reference to evidence from Social Trends, feminism, postmodernism, New Right, Allan & Crow, Giddens, Haskey, Chester, Gillespie • Explanations may refer to changing role of women in society, changes in masculinity, change in labour market, social policy and the role of the state, changes in education policy, changing nature of family life in response to wider social changes, changing attitudes and values, greater diversity and choice, postmodern outlook • Any other reasonable point 	17	The question is looking for trends in the last 30 years therefore answers such as 'providing primary socialisation' would not be creditworthy

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that the nuclear family can have a negative effect on women.</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"> • View located within feminism, radical psychiatry, • Concepts such as private/public spheres, dark side of family life, consumer culture, sexual division of labour, work/life balance, dysfunctional, patriarchy, domestic violence, reserve army of labour, anti-social family, indoctrination, ideological conditioning device, social control, dual burden, triple shift • Studies such as Barrett & McIntosh, Ansley, Feeley, Benston, Delphy and Leonard, Leach, Laing, Cooper, Dobash and Dobash, Duncombe and Marsden, Oakley - dual burden, Zaretsky – safety valve • Theories: Marxist feminists on domestic labour, radical feminist views on the persistence of the traditional role of the family and male domination • Candidates may refer to methodological issues <p>In evaluation (depending on approach taken);</p> <ul style="list-style-type: none"> • Explicit criticisms of feminism and radical psychiatry • Concepts such as family diversity, golden age, feminisation of labour market, equal opportunities, individualism, deterministic, organic analogy, socialisation, stabilisation of adult personalities, geographical mobility, instrumental and expressive needs, warm bath theory, consensus, biological determinism, functional • Studies such as Murdoch, Parsons, Chester, Laslett, 	33	

Question		Answer	Mark	Guidance
		<p>Somerville, Stacey, Beck & Beck-Gernsheim, Giddens</p> <ul style="list-style-type: none"> • Theories: counter views including postmodern views on equality, diversity and choice, blurred boundaries, liberal feminist views on changing gender roles, Functionalism on the positive role of the nuclear family including domestic division of labour, New Right in support of Functionalism and the nuclear family • Contemporary issues including reference to social policies that support the role of the family • Candidates may refer to methodological issues • Any other reasonable response 		
2	(a)	<p>Identify and explain two ways changing attitudes to sexuality have affected family life.</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"> • Decline of traditional roles • More choice for parents • Growth in same sex families • Decline in stigma against same sex families • Rise in gay adoption • Rise in profile of same sex families • More diversity in families • Reference to evidence such as Dermott, Dunne, Gabb, New Labour, feminism, postmodernism, Rapoport, Stacey, Weeks, Allan & Crow, Beck, Pakulski & Waters. • Any other reasonable point. 	17	Be aware that this question is about changing attitudes to sexuality not changing attitudes to sex.

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that demographic changes are having a negative impact on family life.</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"> • Families getting smaller • Factors related to increased life expectancy including higher expectations of marriage, serial monogamy, greater individualism • Factors related to ageing population including increased grand-parenting role, increased burden on family members, particularly women, importance of carers, reliance on extended family • Factors relating to birth/death rates e.g. people are living longer therefore could be a greater burden • Factors relating to migration e.g. greater in-migrations creates pressure for families on access to local services • Factors related to family size including changes in roles, responsibilities and relationships in family life • Reference to evidence from feminism, postmodernism, relevant statistics, Grundy & Henretta, Allan & Crow, Age Concern • Explanations may also refer to diversity and choice, sandwich generation <p>In evaluation: Reference to how family life has a positive effect due to demographic changes</p> <ul style="list-style-type: none"> • Factors relating to migration – has created a more multi-cultural and cosmopolitan society for families and children to grow up in 	33	Be aware that this question is about demographic changes and not changes in general in family life.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Factors relating to birth/death rates – people living longer provides more benefits to families such as help with childcare from older people • Factors relating to increased life expectancy may mean increase in 2nd marriages, blended families etc as people have more time to pic and mix their relationships <p>Reference to how it is not just demographic changes having a negative effect on family life but other factors also. This could include:</p> <ul style="list-style-type: none"> • Concepts such as dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, ideological conditioning, reserve army of labour, conflict and change, diversity and choice, feminisation of labour market, equal opportunities • Studies such as Zaretsky, Cooper, Feeley, Barrett & MacIntosh, Benston, Ansley, Laing, Leach, Stacey, Rapoport • Theories; Marxist views on the role of the family in supporting capitalism, Marxist feminist views on the roles of men and women, contribution of domestic division of labour. Nuclear family seen as an ideological stance supported by the state, social policy, media and other social institutions, other critical perspectives such as radical psychiatry. Postmodern views on diversity and choice • Any other reasonable response. 		

Question		Answer	Mark	Guidance
3	(a)	<p>Identify and explain two patterns in mortality and morbidity rates in the contemporary UK.</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"> • Variations over time, place and individuals • Variations in defining health and illness • Variations in treatment • Current trends e.g. women living longer, rise in obesity, rise in diabetes, link in mortality and morbidity to social class, rise in addiction, rise in depression, ineffectiveness of antibiotics • Concepts such as life expectancy, Artefact explanations, social selection, structural, materialist, biological • Reference to cultural differences related to age, gender, ethnicity and social class • Reference to statistics such as Office for National Statistics, NS-SEC, Registrar General Scale, UK Census • Focus on social causes of illness • Explanations related to social model, social patterns of health and illness involving social class, gender, ethnicity, age, role of health professionals • Reference to evidence such as Nettleton, Shaw and Davey, Smith, Browne and Bottrill, Blackburn, Wadsworth, Annandale and Field, Townsend, Waldron, Popay and Bartley • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that that mental illness is just the way society labels certain behaviour.</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"> • Concepts such as labelling, stigma, social construction, social control, over-representation • Studies such as Scheff, Szasz, Goffman, Rosenhan, Barrett & Roberts, Rogers et al, Nazroo, Busfield, • Theories: Interactionist, artefact, cultural, biological/genetic views • Reference to Foucault's views • Reference to gender, ethnicity, age, social class and the interplay between these factors • Reference to the way in which definitions and treatment change over time. <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as inequality, sexism, racism, marginalisation, feminisation of poverty, material disadvantage, patriarchy, social control, social deprivation, social capital, life-course • Studies such as Rogers & Pilgrim, Stansfield et al, Ross et al, Link & Phelan, Busfield, McLoone, Reading & Reynolds, Lawrence, Brown et al, Virdee, Putnam, Wilkinson, Myers, Chesler • Theories: structuralist explanations, Marxism, some interactionist views could be used in support • Reference to structural factors related to gender, ethnicity, social class and age • Factors including employment patterns, labour conditions in the home, neighbourhood, income, poverty, diet. 	33	

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Candidates may refer to methodological issues • Any other reasonable response. 		
4	(a)	<p>Identify and explain two features of the social model of disability.</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"> • Disability is caused by impairment • Exclusion by social environment • Exclusion by inaccessibility and discrimination • Reference to debates about defining disability, changes over time, different interpretations • Studies such as Hyde, Oliver, Shearer, Davies, • Concepts such as disableism, social exclusion, social arrangements, discriminatory barriers, stigma • Any other reasonable response. 	17	
	(b)	<p>Outline and evaluate the view that health professionals treat females differently to males.</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"> • Concepts such as power, gender role socialisation, learned helplessness, cultural meanings, sexism, social labelling, medicalisation, patriarchy, social control, clinical iatrogenesis, medical gaze, exclusion, demarcation • Studies such as Abbott & Wallace, Doyal, Busfield, Oakley, Waitzkin, Witz, Lupton, Graham • Theories: feminist views including liberal feminists, radical feminist, Marxist feminist, black feminist, 	33	

Question		Answer	Mark	Guidance
		<p>supported by Foucault's views, Ilich</p> <ul style="list-style-type: none"> • Reference to statistical evidence, • Reference to specific issues such as mental health, access to medical professionals, gendered social roles, labour conditions in the home, marital status • Candidates may refer to methodological issues. <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as diversity, individualism, validity of data, social construction, biological differences, gatekeepers, professionalisation, prestige, status, capitalism, legitimation • Studies such as Parsons, Barber, Cant & Sharma, Navarro, Jones & Green, Parry & Parry, Giddens, Senior, McKinley • Theories: functionalism, Marxism, Weberian views, interactionism, postmodern views • Reference to masculinist arguments that men are disadvantaged in health care • Reference to rise of alternative and complementary medicine • Reference to differences related to age, ethnicity and social class and the interplay between them • Candidates may refer to methodological issues • Any other reasonable response. 		
5	(a)	<p>Identify and explain two ways of displaying religious commitment without attending a religious service.</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"> • Examples of religious belief • Issues in how to define religious commitment • Diversity and choice in the contemporary UK 	17	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Reference to concepts such as sacred, religiosity, 'believing without belonging', 'belonging without believing', privatisation, identity, vicarious religion • Reference to evidence from Durkheim, Weber, Yinger, Bruce, Hamilton, Aldridge, Self & Starbuck, Davie, Day • Explanations concerning issues of private/public commitment, practice and belief, attendance figures, complexities involved in discerning discrete religious identity, problems with statistics, methodological problems • Reference to particular forms of religion and related difficulties in measuring commitment • Examples of signs of commitment including wearing of religious clothing, prayer, following a code of conduct • Any other reasonable point. 		
(b)	<p>Outline and evaluate sociological views on the relationship between religion and social position.</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"> • Concepts such as deprivation, privilege, social control, social closure, opium of the people, empowerment, ideological state apparatus, liberation theology, deference • Reference to evidence such as Marx, Weber, Davie, Bruce, Troeltsch, Wilson, Maduro, Hook, Ashworth & Farthing, Halevy, Leach • Theory: Marxist views on the role of the church as an ideological institution that supports capitalism and exercises social control over the proletariat. Neo- 	33	Candidates may explore trends in religiosity concerning social class, ethnicity, gender and age. Candidates may choose to explore one aspect of social position e.g. class with range and depth or may choose a variety of aspects, providing detail in each aspect.

Question	Answer	Mark	Guidance
	<p>Marxist views on the appeal of radical religion to deprived groups e.g. liberation theology</p> <ul style="list-style-type: none"> • Differential appeal of particular religious institutions e.g. traditional appeal of established Church to upper class, appeal of sects/NRMs to marginalised groups, appeal of Pentecostalism to working class • Working class less likely to go to church than middle class, working class ‘believe without belonging’, • Appeal of some NRMs/New Age movements to middle class women • Candidates may refer to methodological issues. <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as consensus, collective conscience, agent of socialisation, patriarchal oppression, spiritual shopping, secularisation, ethnocentrism, cultural defence, sexism • Studies such as Beckford, Hamilton, Bird, Miller & Hoffmann • Theories such as Functionalism, Weberianism, feminism, post-modern views • Reference to data on decline in religious participation indicating the loss of influence of the church on any social group • Dimensions of ethnicity, gender, age and the interplay between them • Problems in measuring religiosity • Candidates may refer to methodological issues • Any other reasonable response. 		

Question		Answer	Mark	Guidance
6	(a)	<p>Identify and explain two reasons why the role of religion has become more diverse.</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"> • Rejection of universal truth • Questioning of the scientific approach • Belief in self-spirituality • Reference to concepts such as subjectivity, holistic milieu, spiritual shopping, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, incessant choice • Reference to evidence from Lyon, Beckford, Bauman, Heelas • Reference to specific examples of religious organisations that illustrate postmodern views such as those defined as new age movements • Any other reasonable point. 	17	
	(b)	<p>Outline and evaluate the view that secularisation is taking place due to the growth in scientific beliefs.</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"> • Concepts such as modernisation, modernity, rationalisation, transposition • Issues of control and technology 	33	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Secularisation as a process on inevitability • Secularisation as a combination of processes within modernity • Links to economic growth and consumption • Studies such as Bruce, Weber, Wilson, Shiner, Casanova <p>In evaluation;</p> <ul style="list-style-type: none"> • Concepts such as religious pluralism, televangelism, ethnic defence, resacrilisation, religious revival, holistic milieu, religious fundamentalism, self-spirituality, spiritual shopper, secularisation, disengagement, societalisation, desacrilisation, disenchantment, televangelism, ethnic defence, cultural transition, holistic milieu • Studies such as, Bruce, Giddens, Bauman, Beckford, Voas, Stark, Heelas • Research from Martin, Davie, Heelas, Drane, Stark & Bainbridge, Greeley, Nelson • Theories: Functionalism, Weberianism, Marxism, neo-Marxism • Reference may be made to the rise of Christian and non-Christian NRMs and relevant examples e.g. Krishna Conscience, Transcendental Meditation, Scientology, Moonies, Children of God, rise in NAMs • Heightened profile of religion in society, post 9/11 • Reference to data on religious participation • Problems of measurement • Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark • Candidates may refer to methodological issues • Any other reasonable response. 		

Question		Answer	Mark	Guidance
7	(a)	<p>Identify and explain two ways schooling is important in the social construction of youth.</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"> • Longer period of youth • More time for youth culture • Creation of school subcultures • Raising of school leaving age giving more opportunities for subcultures to form and thrive • Subcultures forming at school around class, gender, ethnicity • Concepts/issues such as hidden curriculum, school subcultures, opposition, resistance, Pro-school subculture, Anti-school subculture, educational success, educational failure, subject choice, lads and ladettes, • Studies such as Reay, Willis, Sewell, Shain, Mirza, Wright, Lees, Hatcher, Power, Aggleton, Archer & Yamashati, Jackson, Burdsey, Brown, Mac an Ghail, Haywood, Griffin, Skelton, Davis & Moore, Bowles & Gintis, Althusser • Theories such as Marxism, neo-Marxism, interactionism, feminism, functionalism • Reference to initiatives such as GIST, WISE, national curriculum, Raising of School Leaving Age • Reference to subject choice and identity • Any other reasonable response. 	17	
	(b)	<p>Outline and evaluate feminist views on the role of youth subcultures.</p> <ul style="list-style-type: none"> • Role of females has largely been ignored in terms of 	33	

Question	Answer	Mark	Guidance
	<p>other theoretical perspectives</p> <ul style="list-style-type: none"> • 'Invisibility' of females in early studies of youth subcultures • Females 'hang around' with male subcultures • Influence on music, fashion and social behaviour • Progress towards sexual equality and recognition of female subcultures in their own right • Concepts such as patriarchy, bedroom culture, mainstream, gender stereotypes, marginalisation, invisibility, pillion passenger, ladettes, girl subcultures, girl gangs, riot girls, New Wave Girls, girl power • Studies such as Heidensohn, Sharpe, McRobbie & Garber, Jackson, Smart, Shain, Mirza, Osgerby, Katz, Lees, Blackman, Lincoln, Hollands • Theories: feminist views including liberal, radical and Marxist feminist • Girls' subordinate role • Changing masculinities and femininities • Reference to issues related to school subcultures, delinquent subcultures • Extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities • Reference to girls' social control including socialisation by family, school, media, peers • Reference to particular examples that neglect girls' experience such as the work of functionalists, CCCS • Ways in which female delinquency is handled differently e.g. chivalry factor • Candidates may refer to methodological issues <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as blurring of gender identities, changing masculinities and femininities, anomie, 		

Question	Answer	Mark	Guidance	
	<p>opportunity structures, status frustration, transitional phase, social integration, resistance, opposition, exaggeration, magical solutions, incorporation, marginalisation, peer pressure, racism, discrimination, status frustration, edgework, hybrid subcultures, ethnocentrism, neo-tribes, fluidity, supermarket of style, individualism</p> <ul style="list-style-type: none"> • Studies such as Hebdige, Hall & Jefferson, Clarke, Brake, Muggleton, Hall, Thornton, Lyng, Bennett, Polemus, Furlong and Cartmel, Sewell, CCCS, Connell • Theories such as Marxism, functionalism, postmodern views • Role of the media in shaping views about youth subcultures • Girls' deviance as under-studied by sociologists • Problems of access related to social control of girls • Importance of issues related to ethnicity and social class • Candidates may refer to methodological issues • Any other reasonable response 			
8	(a)	<p>Identify and explain two possible features of a peer group.</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"> • Sharing similar norms and values • Similar ages • Sense of belonging • Alternative family • Peer group pressure • Shared fashion or music style 	17	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Sense of rebellion or resistance • Peer groups formed around class, gender, ethnicity • Concepts/issues such as delinquency, social exclusion, opposition, resistance, exaggeration, marginalisation, resistance through style, resistance through ritual, bricolage, counterculture, pressure, patriarchy, ladettes, peer pressure, edgework, anomie, opportunity structures, stereotyping, • Studies such as CCCS, Hall & Jefferson, Cohen, Hebdige, Abrams, Eisenstadt, Becker, Merton, Miller, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward & Ohlin, Hall, Lyng, Katz, Ben-Yehuda, Gillborn, Muncie, Thornton, Young, Lemert, Plummer, Knutssen, Lea & Young, Collison • Theories; Marxism, neo-Marxism, Functionalism, Feminism, Post Modernism • Any other reasonable point. 		
(b)	<p>Outline and evaluate that youth deviance is related to ethnicity.</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"> • Concepts/issues such as social exclusion, opposition, resistance, the myth of black criminality, moral panic, marginalisation, labelling, institutional racism, discrimination • Reference to deviance within a school setting • Studies such as Hall, work of CCCS, Alexander, Phillips & Bowling, Gilroy • Theories: Marxism, interactionism • Reference to patterns and trends, statistical data on youth deviance and ethnicity 	33	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Candidates may refer to methodological issues including a critique of official statistics. In evaluation (depending on approach taken): • Concepts such as anomie, opportunity structures, status frustration, transitional phase, • crisis in masculinity, patriarchy, ladettes, peer pressure, edgework • Studies such as Downes & Rock, Lea & Young, Abrams, Eisenstadt, CCCS, Becker, • Cohen, Merton, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward & Ohlin, Hall • Theories: functionalism, Marxism, interactionism, feminism, postmodern views • Role of the media in creating moral panics about youth deviance • Reference to social class and gender and the interplay between these factors • Candidates may refer to methodological issues • Any other reasonable response. 		

APPENDIX 1

*Part (a) questions**AO1 Knowledge and Understanding*

Mark band	Descriptor
13-17 Level 4	<p>Candidates show a very good knowledge and understanding of sociological theories and/or concepts and/or contemporary evidence/examples. Responses will contain wide ranging and detailed knowledge and understanding. Sociological evidence will be accurate, explicit and developed. At the top of the band there will be sociological evidence outlined in depth for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor or both explanations may be less developed.</p> <p>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>
9-12 Level 3	<p>Candidates show good knowledge and understanding of sociological theories and/or concepts and/or contemporary evidence/examples. Responses will contain wide ranging or detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Alternatively, responses in this band may be uneven. One way may be a level 4 response and the other way may be a level 2 response. At the bottom of the band evidence will be narrower and less informed.</p> <p>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>
5-8 Level 2	<p>Candidates show a basic knowledge and understanding of sociological theories and/or concepts and/or contemporary evidence/examples. Knowledge and understanding is partial / confused / undeveloped. At the top of the band responses may be more generalised and/or unsupported by evidence. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.</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>
1-4 Level 1	<p>Candidates show a limited knowledge and understanding of sociological theories and/or concepts and/or evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.</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>
0	No appropriate sociological knowledge or understanding.

Part (b) questions**AO1 Knowledge and Understanding (10 marks)**

Mark band	Descriptor
8-10 Level 4	<p>Candidates show a very good knowledge and understanding of appropriate sociological theories and/or concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging and detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.</p> <p>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>
5-7 Level 3	<p>Candidates show a good knowledge and understanding of sociological theories and/or concepts and/or contemporary evidence/examples. Responses will contain wide ranging or detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at the bottom of the band.</p> <p>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>
3-4 Level 2	<p>Candidates show a basic knowledge and understanding of sociological theories and/or concepts and/or contemporary evidence/examples. Whilst the view may be quite well illustrated, knowledge and understanding is partial / confused / undeveloped.</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>
1-2 Level 1	<p>Candidates show a limited knowledge and understanding of sociological theories and/or concepts and/or evidence/examples. There will be a lack of relevant sociological evidence and/or relying heavily on non-sociological material.</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>
0	No appropriate sociological knowledge or understanding.

AO2a Interpretation and Application (13 marks)

Mark band	Descriptor
10-13 Level 4	Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. At the bottom of the band the evidence selected will be less wide ranging or less developed and relevance to the question may be less explicit in parts.
7-9 Level 3	Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but may be more implicit. Expect to see some interpretation of patterns and/or trends and/or research data applied to the debate. At this level there may be more unsubstantiated evidence and/or the evidence selected will be narrow.
4-6 Level 2	Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence will be only partially relevant to the question. Evidence may be superficial and/or contain inaccuracies. More than one dimension to the debate will be applied, for or against the views.
1-3 Level 1	Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.
0	No appropriate interpretation and application.

AO2b Analysis and Evaluation (10 marks)

Mark band	Descriptor
8-10 Level 4	Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. Evaluation will be sustained and there may be an evaluative tone to the discussion. Expect to see some explicit evaluation of sociological evidence addressing the debate. There may also be some evaluation of methods. At the bottom of the band analysis and evaluation may be less developed and/or focus significantly more on one side of the view at the expense of the other.
5-7 Level 3	Candidates show a good ability to analyse and evaluate sociological evidence. There will be some relevant evaluation but it will be underdeveloped. Responses may contain some juxtaposition but it is likely that sociological evidence presented will be questioned on some level. Expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident. At the bottom of the band some of the evaluation may not fully address the question.
3-4 Level 2	Candidates show a basic ability to analyse and/or evaluate sociological evidence. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation. Evaluation may be undeveloped and/or less relevant. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.
1-2 Level 1	Candidates show a limited ability to analyse and/or evaluate sociological evidence. Evaluation will be minimal with one or two largely implicit points and/or mainly irrelevant.
0	No appropriate evaluation.

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