

GCSE

SOCIOLOGY

41902 Crime and Deviance; Mass Media; Power; Social Inequality
Mark scheme

4190
Specimen

Version/Stage: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

General Certificate of Secondary Education

SOCIOLOGY Unit 2

MARK SCHEME

Specimen

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that students at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

Examiners should note that marking should always be positive. Credit should therefore be given for good sociology and use of relevant examples, even if these latter are relatively generalised or lacking in specific attribution. For the sake of brevity the mark scheme may make named reference to a study, a sophisticated concept or a theoretical position. Students may be able to describe such concepts or ideas without using the exact terminology of the mark scheme, and therefore must not be penalised for an inability to make named references to studies, theoretical positions and the like.

Quality of Written Communication (QWC)

GCSE specifications which require students to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification, quality of written communication will be assessed by means of Assessment Objectives in all questions where extended writing is required. In this paper, extended writing is required when answering the questions carrying 12 marks.

Topic 1 Crime and Deviance

Section 1

0 1 From **Item A**, how many more times were black people likely to be stopped and searched than white people? **[1 mark]**

Thirty/30.

0 2 From **Item B**, what percentage of those appearing in court came from households with above-average deprivation? (**Tick the correct box.**) **[1 mark]**

65

29

24

0 3 Identify **two** methods that sociologists use to measure levels of crime in society. **[2 marks]**

1 mark for each of any specific and appropriate response, eg official statistics, self-report studies, victim surveys, the BCS, etc.

0 4 Explain what sociologists mean by deviance. **[4 marks]**

1 mark for basic statements about rule-breaking, etc.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which some reference will be made to breaking socially-constructed norms, rules, etc. At this level students may focus largely on differences between deviance and crime.

4 marks for a clear explanation that looks explicitly at deviance, and, for example, at the concept of social construction. Students may explore issues of relativity, power, labelling, stigmatising, media amplification, etc., or may develop an example in some depth.

0 5

Describe **one** reason why women commit less crime than men **and** explain why some sociologists believe that this may be changing.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of any relevant reason (e.g., socialisation, opportunity, impact of social control, etc.), possibly with reference to an example.

Plus

1-2 marks for a simple explanation, linked to the argument that social change has led to increased levels of female crime.

3 marks for a clear explanation explicitly linked to social change and levels of female crime, which may look at the issue in some depth, or which may explore a specific type of crime, etc.

0 6

Describe **one** way in which recent governments have tried to reduce deviant and criminal behaviour by young people **and** explain how successful this has been.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of, eg, curfews, ASBOs and subsequent replacements, use of CCTV, various preventative initiatives, etc, possibly referencing examples from contemporary events or the student's locality.

Plus

1-2 marks for a simple explanation linked to the description. This might reference lack of success because of, e.g., cultural and/or peer factors, inadequacy of sanctions, 'badge of honour' issues, etc, or it might point out that most young people obey the law.

3 marks for a clear explanation explicitly related to the success or otherwise of the chosen approach. This might deal in some depth with one of the issues and/or examples mentioned above, or it might consider the impact of wider social factors such as poverty, sub-cultural values, gangs, etc.

Section 2

EITHER

0 7

Discuss how far sociologists would agree that some minority ethnic groups are still stereotyped as criminal by the police and the legal system.

[12 marks]

0 No relevant points made.

1–3 Basic statements about crime and/or ethnicity in general.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg by reference to appropriate studies/examples from the study of minority ethnic crime), concepts (eg stereotyping, racism, targeting, etc) and/or ideas (eg those of various conflict approaches), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10-12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to contrasting sociological approaches as to the accuracy of criminal statistics on minority ethnic crime, discussion in some depth of a specific issue such as canteen culture or racial profiling, etc). **NB:** Not all of these are necessary, even for full marks.

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

OR

0 8

Discuss how far sociologists would agree that relative deprivation is the most important factor in explaining levels of crime in society today.

[12 marks]

0 No relevant points made

1–3 Basic statements about crime and/or deprivation.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg on the distribution/ nature of crime by socio-economic class), concepts (eg deprivation, role models, materialism, etc) and/or ideas (eg from Marxist, left realist, New Right and other approaches), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above), together with a reasonably explicit focus on relative deprivation as a possible cause of crime. There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by detailed reference to recent data on the distribution of crime, possibly tying this into social groups other than those based on class, the wider theoretical debate, issues around the actions of the state/legal system, etc). Students may also make appropriate use of specific examples, possibly referring to the demographic distribution of various social groups such as relatively disadvantaged minority ethnic communities, the poor, etc.

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

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

Topic 2 Mass Media

Section 3

0 9

From **Item C**, what were the staff of the News of the World accused of doing?

[1 mark]

Hacking (phones).

1 0

From **Item D**, what percentage of children aged 8-11 had a games console in their bedrooms? (**Tick the correct box.**)

[1 mark]

69

45

64

1 1

Identify **two** ways in which politicians can try to influence the mass media.

[2 marks]

1 mark for each of an appropriate way, eg spinning, presenting an image, selective release of information, leaks, interviews, exclusives, etc.

1 2

Explain what sociologists studying the mass media mean by globalisation.

[4 marks]

1 mark for basic statements about globalisation or the mass media in general.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which some reference will be made to the notion of mass media transcending national and cultural boundaries, possibly via reference to the impact of American culture, satellite TV, the internet, hegemonic media ownership, etc.

4 marks for a clear explanation of the term which is explicitly linked to the mass media, possibly via a more developed account of the examples above. There may also be some reference to postmodern, Marxist and other views on these.

1 3

Describe **one** way in which the mass media stereotype women **and** explain why such stereotypes continue in the mass media today.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of any appropriate stereotype and/or of the process itself.

Plus

1-2 marks for a simple explanation through reference to, eg dominant cultural values, sexist attitudes amongst journalists and others, pressure to sell media, impact of advertisers, etc.

3 marks for a clear explanation explicitly related to the persistence of such stereotyping. More detailed versions of the 1-2 mark band exemplars could feature here, as could those supported by a detailed example taken from contemporary events.

1 4

Describe **one** way in which governments have tried to control the power of digital media **and** explain why this may not have been successful.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of any appropriate governmental action, e.g. censorship, shutting down mobile networks, measures on access by children, etc.

Plus

1-2 marks for a simple explanation of the likely success or otherwise of the chosen governmental action, possibly via an example drawn from contemporary life, or by reference to, e.g., the problems caused by social networking 'going viral', citizen journalism, etc.

3 marks for a clear explanation which explicitly addresses the success or otherwise of governmental action in controlling the power of digital media. Students may do this via a more detailed version of the explanation in the 1-2 band, or by reference to, e.g., a relevant theoretical position.

Section 4

EITHER

1	5
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Discuss how far sociologists would agree that editors and journalists decide what appears in the news.

[12 marks]

0 No relevant points made.

1–3 Basic statements about the mass media and/or the news and/or its authors.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (e.g. on the social construction of the news by editors and journalists, etc.), concepts (e.g. agenda setting, gatekeeping, news values, dominant ideology, etc.) and/or ideas (e.g. those from pluralist and/or conflict perspectives, etc), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to the relative value of pluralist and opposing ideas in explaining media content, consideration of the degree to which owners exercise direct power over media content, as opposed to editors and journalists, consideration of different types of media, consideration of the impact of digital media, blogs and other individual forms of news distribution, etc).

OR

1 6

Discuss how far sociologists would agree that in society today the mass media are the most important influence on the values and culture of young people.

[12 marks]

0 No relevant points made.

1–3 Basic statements about the mass media and/or the young and/or their values/culture.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg of relevant studies, data on media consumption, examples, etc), concepts (eg socialisation, mass popular culture, globalisation, etc) and/or ideas (eg those drawn from postmodernist positions), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' **and** looks at both values and culture (eg by reference to the impact of alternative influences such as the family, peer pressure, etc by consideration of the degree to which audiences are affected by the media, probably distinguishing here between old and new forms of media, by consideration of the impact of wider dominant ideologies or by examination of the wider debate around culture and identity).

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

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

Topic 3 Power

Section 5

1 | 7

From **Item E**, what percentage of those surveyed tended to agree with having a benefits system? (Tick the correct box.)

[1 mark]

24

68

2

1 | 8

From **Item F**, what was one of the main reasons why women were paid less than men?

[1 mark]

They did more part-time work.

1 | 9

Identify **two** features of a democratic society.

[2 marks]

1 mark for each of two identifications of any appropriate feature, eg free speech, universal franchise, equality before the law, accountability of the executive, etc.

2 | 0

Explain what sociologists mean by a pressure group.

[4 marks]

1 mark for basic statements about pressure groups or an undeveloped example thereof.

2-3 marks for a partial or under-developed explanation, possibly via reference to an example, in which there will be some understanding of the notion of an organisation outside the state focusing on a particular issue with a view to changing policies thereon.

4 marks for a clear explanation that explicitly addresses the notion of applying power/influence to address an issue outside of the political party system. Students may consider different types of pressure groups, or may look at an example in some depth.

2	1
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Describe **one** way in which a group of employees can try to increase its power in the workplace **and** explain why some groups of employees are more successful than others.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of, eg forming/joining a union, collective action, using the law, conducting campaigns, etc., possibly via reference to an example.

Plus

1-2 marks for a simple explanation, possibly via an example, which may examine issues such as the impact of wider economic factors, unemployment, government legislation, market value of the work done, public opinion, etc.

3 marks for a clear explanation explicitly related to the relative success of some groups of employees. Students may refer to, eg social attitudes that favour certain groups over others (eg nurses), the impact of the media, the relative power of some groups of workers compared with others, etc.

2	2
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Describe **one** way in which politicians have tried to increase the participation of young people in the political process **and** explain how successful this has been.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of a relevant measure, policy, approach, etc, drawn from recent or contemporary life (e.g. introduction of Citizenship, proposals to lower voting age, use digital technology, etc.).

Plus

1-2 marks for a simple explanation, possibly via an example, which addresses the success or lack of success of the measure, etc., on levels of political participation amongst the young.

3 marks for clear explanation explicitly related to the success or otherwise of the measure, etc., in increasing participation. Students may explore an example in some depth, may refer to appropriate data and/or may begin to consider different types of political participation, etc.

Section 6

EITHER

2	3
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Discuss how far sociologists would agree that, in Britain today, social problems such as unemployment and homelessness can be dealt with effectively by government action.

[12 marks]

0 No relevant points made.

1–3 Basic statements about social problems and/or the Welfare State and/or benefits, etc.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (e.g. on one or more relevant social problems, benefit take-up, benefit reform, etc), concepts (eg the Welfare State, safety nets, welfarism, dependency culture, etc) and/or ideas (eg those from Marxist, New Right and social democratic perspectives), though focus may not be consistent and the quality/range of the material may be limited. At this level responses may focus solely on describing what the Welfare State is and/or various government actions. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by consideration of the political debate around the role of government in addressing social problems, the nature and size of the Welfare State, by examination in some depth of the corresponding theoretical debate, by reference to contemporary political and social developments, etc).

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

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

OR

2 4

Discuss how far sociologists would agree that discrimination against women still exists in Britain today.

[12 marks]

0 No relevant points made.

1–3 Basic statements about discrimination and/or women.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence drawn from any relevant area of social life (eg studies/data on the social status/power of women), concepts (eg discrimination, glass ceiling, equality of opportunity) and/or ideas (eg those from feminist and/or other positions), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to various data and/or contemporary examples drawn from any relevant aspect of social life, by development of the theoretical debate, by examination of relative levels of power/status between differing female social groups, by consideration of issues such as tokenism, etc).

NB: Not all of these are necessary, even for full marks, but to reach this band a response will need to consider the notion that gender discrimination **still** exists, and not merely outline reasons for its existence.

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

Topic 4: Social Inequality

Section 7

2 | 5

From **Item G**, what percentage of those surveyed thought the main cause of poverty was caused by people not wanting to work? (**Tick the correct box.**)

[1 mark]

25%

40%

65%

2 | 6

From **Item H**, why are half of the elderly people surveyed turning down their heating?

[1 mark]

Too expensive.

2 | 7

Identify **one** advantage and **one** disadvantage of means-tested benefits.

[2 marks]

1 mark for any relevant advantage, eg more efficient targeting, more focused on need, more cost-efficient;

1 mark for any relevant disadvantage, eg discourages take-up, can be over-complicated, can be seen as demeaning, etc.

2 | 8

Explain what sociologists mean by social stratification.

[4 marks]

1 mark for basic statements about layers in society, inequality, etc.

2-3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the notion of hierarchy/status based on a variable such as gender, class, etc. At this level responses may simply illustrate the term rather than explain it.

4 marks for a clear explanation, which is explicitly linked to an understanding of the hierarchical nature of stratified societies/organisations, etc. Students might discuss a specific variable in some depth, or may explore issues of power, inequality, status, etc., in some depth.

2 | 9

Describe **one** cause of social exclusion **and** explain why some social groups are more likely to experience social exclusion than others.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of a relevant cause, eg age, religious background, education, unemployment, disability, mental illness, etc.

Plus

1-2 marks for a simple explanation, possibly via an example, why one or more social group(s) are more susceptible to social exclusion.

3 marks for a clear explanation explicitly related to the relative likelihood of social exclusion for the chosen group(s). Answers may do this via consideration of, e.g., socio-economic factors, the cycle of poverty, the impact of negative social attitudes, etc.

3 | 0

Describe **one** way in which social class can affect an individual's life chances **and** explain why this situation continues to happen in Britain today.

[5 marks]

1 mark for a partial description.

2 marks for an appropriate and more developed description of how social class affects (either positively or negatively) a particular life chance (e.g. health, education, income, job prospects, life expectancy, etc.).

Plus

1-2 marks for a simple explanation, possibly via an example, as to how the link between class and the chosen life chance persists in modern Britain.

3 marks for a clear explanation which is explicitly related to the impact of class on the life chance and the persistence thereof, and which may, for example, consider relevant material, cultural and/or economic factors in some depth.

Section 8

EITHER

3	1
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Discuss how far sociologists would agree that the poor are largely responsible for their own situation.

[12 marks]

0 No relevant points made.

1–3 Basic statements about poverty and/or the poor.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg data on poverty and/or its distribution, material on the experiences/culture of the poor), concepts (eg deserving and undeserving poor, the culture of poverty, 'scroungers', etc) and/or ideas (eg those derived from New Right and other perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to contrasting evidence from examples, studies, theories, etc as to the origins of poverty, to the current political debates around the elimination of poverty and the role of the Welfare State, etc).

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

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

OR

3 | 2

Discuss how far sociologists would agree that, in Britain today, age is a more important cause of inequality than any other factor.

[12 marks]

0 No relevant points made.

1–3 Basic statements about age and/or inequality in general.

In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg data on the socio- economic status of different age groups, the changing demography of Britain, etc), concepts (eg ageism, social exclusion, status, etc) and/or ideas (eg from social democratic and other viewpoints), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be clear evidence that the student recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by detailed reference to other variables such as class, gender and ethnicity, by consideration of the variations in status within age groups, by examination of different types of inequality, by examination of the differing attitudes to various age groups found within minority cultural groups in Britain today, etc.).

NB: Students who wholly or partially address this question by consideration of youth/young people and inequality can access all mark bands.

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

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

Assessment Objectives Grid – Unit 2**Examination Series: June 2013**

Assessment Objectives	
AO1	Recall, select and communicate knowledge and understanding of social structures, processes and issues
AO2	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar
AO3	Select, interpret, analyse and evaluate information from different sources

Topic Area	AO1	AO2	AO3	Total Marks
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
4	12	12	6	30
Total (3 topics only)	36	36	18	90

Summary of the Mark Distribution

	AO1	AO2	AO3	Total	
Topic 1					
	0 1		1	1	
	0 2		1	1	
	0 3	2		2	
	0 4	4		4	
	0 5	1	4	5	
	0 6	1	4	5	
EITHER	0 7	4	4	4	12
OR	0 8	4	4	4	12
Topic 2					
	0 9		1	1	
	1 0		1	1	
	1 1	2		2	
	1 2	4		4	
	1 3	1	4	5	
	1 4	1	4	5	
EITHER	1 5	4	4	4	12
OR	1 6	4	4	4	12
Topic 3					
	1 7		1	1	
	1 8		1	1	
	1 9	2		2	
	2 0	4		4	
	2 1	1	4	5	

	2	2	1	4		5
EITHER	2	3	4	4	4	12
OR	2	4	4	4	4	12
Topic 4						
	2	5			1	1
	2	6			1	1
	2	7	2			2
	2	8	4			4
	2	9	1	4		5
	3	0	1	4		5
EITHER	3	1	4	4	4	12
OR	3	2	4	4	4	12