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INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions in section A and choose one option from section B.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.
Section A

Answer all of the questions in the space provided on the paper

1. Fill in the missing words using the words in the box below:

<table>
<thead>
<tr>
<th>Sociology</th>
<th>Stereotype</th>
<th>Norm</th>
<th>Questionnaire</th>
<th>Deviant</th>
<th>Family</th>
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</table>

2. Look at the picture and answer the questions.

Note to editor (for DDA) Enlarge image. For visually impaired note gender of child and the toolkit without overemphasising the masculinity of the toys

Children are born with a **biological sex**. However, children are taught their **gender roles** in a number of ways. It can be through toys or through watching their parents.

(a) Suggest why building materials are often seen as being suitable for boys to play with. [2]

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(b) Look at the writing above. Explain the meaning of biological sex [2]

(c) Look at the writing above. Explain the meaning of gender roles [2]

3. Look at the table below and answer the questions that follow.

GCSE results of girls and boys, by percentage (2003)

<table>
<thead>
<tr>
<th></th>
<th>Girls %</th>
<th>Boys %</th>
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<tbody>
<tr>
<td>5 or more grades A*–C</td>
<td>57</td>
<td>46</td>
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<tr>
<td>1–4 grades A*–C</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>1 or more grades D–G</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Achieving no GCSEs</td>
<td>6</td>
<td>9</td>
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</table>

(a) What percentage of girls achieved 5 or more grades A* - C at GCSE? [1]

(b) What percentage of boys achieved no GCSEs? [1]

(c) With reference to the table, describe the difference between the achievement of girls and boys at GCSE? [4]
(d) Suggest one difference in the way that girls and boys are socialised that can affect their success rates in school.  

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(a) Explain why the father chose to look after the children. [1]

(b) What term in the passage is used to describe a man who shares chores equally with a woman? [1]

(c) How do we know from this passage that it is unusual for men to look after children? [1]

(d) This father is a role model to his son. Giving an example, explain the meaning of role model. [2]

(e) Explain two problems that a researcher may have when interviewing fathers about their families. [6]

Problem 1 Reliability
Problem 2 Validity

(f) Write a closed question that a sociologist could use in a questionnaire to find out how much work fathers do in the home. [1]

(g) Explain one disadvantage of using closed questions to investigate the work fathers do in the home. [2]

5. Read the following passage and answer the questions that follow.

‘When sociologists talk about the culture of a society, they mean the whole way of life of that society. For sociologists, culture is made up of norms and values as well as the different kinds of knowledge that people have, the skills they possess and the kinds of things that they own and use.

Had I been born in China I would have grown up speaking a different language, eating different food with different tools and even perhaps thinking differently too. Unlike with animals, human behaviour is not based on instinct, it is learned. Nurture theory tells us that our behaviour is controlled by the rules of the society in which we live.’

Adapted from Longmate and Coates (2001) GCSE Sociology
(a) Identify one term in the passage that is used to describe the way of life of a group of people? [1]

(b) Identify two norms of Chinese people that are different from those of British people. [2]

(c) Explain the difference between nature and nurture theories of human behaviour? [5]

(d) Explain with examples how the study of people in different cultures helps us to understand nurture theory. [5]
6. Read the following passage and answer the question.

'Around 250 people in Pontarddulais attended a public meeting along with police and town councillors on Wednesday to complain about anti-social behaviour in the area.

A resident of the town, Peter Matthews, 56 is now recovering at home after he was left bleeding in the street when trying to stop a gang of noisy youths outside his home.

Councillors from the town said only a small number of young people cause problems. They say that it is 'easy to attack young people. We should be trying to find out what can be done to improve our town.'

The councillors said that it was wrong to label all young people as the same. They said that ‘Peer pressure is more intense for young people growing up today than it ever has been and this accounted for some of the trouble'.

(a) Identify one term from the passage that describes actions that upset other people and break social rules? [1]

(b) Explain why it is important for young people to learn and follow social rules? [5]

(c) Explain how labelling theory can be used to explain the behaviour of the young people in Pontarddulais. [4]
Section B

Arrange these questions so they appear on one page together.

Leave one page of the answer book clearly marked for section a), another for section b) and two pages for section c).

Choose one of the following questions.

Question 2 Family

(a) Describe two different types of families. [10]

(b) Explain the functions of the family. [10]

(c) Using sociological knowledge, discuss reasons why the role of women in families in Britain has changed since 1945 [20]

Question 3 Education

(a) Describe two different types of school in Britain [10]

(b) Explain the difference between formal and informal education [10]

(c) Using sociological knowledge, discuss reasons why we need to have schools in our society. [20]

Question 4 Mass Media

(a) Describe two ways in which peoples’ use of the mass media has changed since 1945. [10]

(b) Explain how the mass media may create moral panics [10]

(c) Using sociological knowledge, discuss whether the mass media are able to influence audiences. [20]

Question 5 Sports and Leisure

(a) Explain the difference between professional and non-professional sport [10]

(b) Explain reasons why some people become supporters of particular sports clubs and teams [10]

(c) Using sociological knowledge, discuss why sport and leisure activities have become an important business in modern Britain. [20]
INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions in section A and choose one option from section B.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing.
Section A

Answer all of the questions in the space provided on the paper

1. Fill in the missing words using the words in the box below:

<table>
<thead>
<tr>
<th>Prejudice</th>
<th>Discrimination</th>
<th>Wealth</th>
<th>Sexism</th>
<th>Status</th>
<th>Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________ means to be without the money to buy things you require.</td>
<td>[1]</td>
<td></td>
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<td>__________ is when women are treated differently on the basis of their gender.</td>
<td>[1]</td>
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<td>__________ describes the money that is surplus to what you need to live</td>
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<tr>
<td>__________ is when people judge others without knowing them</td>
<td>[1]</td>
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<tr>
<td>__________ is the respect that others have for you.</td>
<td>[1]</td>
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<tr>
<td>__________ is when people are treated differently for example, because of age, religion or social class</td>
<td>[1]</td>
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</table>

2. Read the following passage and answer the question below.

On average, women who have full time jobs are paid 81% of what men in full time work are paid. This is a gendered pay gap of 19%. It is an improvement on the situation in 1975 when the Equal Pay Act came into force. Then, women earned 30% less than men. Women tend to work in feminised jobs such as cooking, cleaning, caring and on check-outs in supermarkets.

(a) Explain the meaning of gendered pay gap [2]

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(b) Suggest one reason why we have an Equal Pay Act [2]

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(c) Explain one reason why the average wage of women is less than that of men. [2]

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3. Look at the graph below and answer the questions that follow.

*Percentage of people reporting that they have been the victim of a crime according to ethnicity (2001)*

![Graph showing percentage of people reporting victimization by ethnicity]

(a) Which ethnic group is most likely to be the victim of a crime? [1]

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(b) What percentage of Asian people reported being the victim of a crime in 2001? [1]

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(c) Suggest one reason why some people of some ethnicities are more likely to be the victims of crime than others. [2]

(d) Explain one reason why some people may be prejudiced or discriminate against people of different ethnicities. [2]

(e) A sociologist is researching into why some people are more likely to be the victims of crime than others. Suggest one ethical problem with this topic. [4]

4. Read the following passage from a research report into why people with disabilities find it difficult to stay in work. Researchers interviewed a small sample of people.

"The search for work can be a struggle, especially when people have been unemployed for a long period of time because of ill-health. Some disabled people face discrimination from employers and the wider society. They cope with this as well as health problems and parenting responsibilities to balance.

The stress and strain of working life for disabled people is often hard. 17-year-old Anna, whose lone parent mother has suffered health problems, explained

I don't think that my mum should have gone on working as long as she did. I think that as soon as she felt that things were too much, she should have given up her job because although she would have had less money, I would have rather seen her happy than see her so down ... the stress and strain showed."

Adapted from the Guardian website
(a) Explain why Anna’s mother found it difficult to work. [1]

(b) What term in the passage is used to describe someone of working age who does not have a job? [1]

(c) This research project was based on interviewing people. Suggest one reason why interviewing is a good method of researching sensitive topics [2]

(d) Explain two different methods that researchers use to sample people for a research project. [6]

Method 1

Method 2
5. Look at the graph and the writing below and answer the questions that follow

**Access to luxury items by income group**

Access to luxury items such as computers and central heating is one way of knowing about people’s living standards. However, some items such as computers only became available in the last ten years or so.

In 2001/02, 86 per cent of households in Great Britain in the highest income group had a home computer. This was almost six times the proportion for households in the lowest income group (£100 to £200 per week).

More established goods such as washing machines and central heating, once regarded as luxuries, are now more common across all income groups and household types. However, they are still less likely to be found in lower than in higher income households. Low income families therefore experience secondary (or relative) poverty as they do not have the things that richer people take for granted.

(a) Identify the group least likely to own a home computer. [1]

(b) Identify one term in the passage that is used to describe the quality of life for people [1]
(c) Describe and explain two reasons why people with a high income can have better life chances than people with a low income [4]

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(d) Explain with an example the meaning of the term primary (or absolute) poverty. [2]

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(e) Explain with an example the meaning of the term secondary (or relative) poverty. [2]

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(f) Briefly explain one sociological theory that has been used to explain why there is poverty. [4]

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(g) Outline reasons why one social group that you have studied is more likely to experience poverty than other people. [4]

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6. Read the following passage and answer the questions.

**Health, obesity and poverty**

Increasingly, the link is being made between poverty and being fat. Unhealthy fatty and sugary foods are cheaper and easier to buy than foods that are better for people's health.

In the past, poor people could be seen by the fact that they were thin, but nowadays, poverty is associated with people who are overweight. They are eating poor quality foods that make them likely to get overweight. This puts them at risk of illnesses such as diabetes.

Expert on poverty, Mr Hirsch said "Roughly 20% of the population suffer deprivation, while a hardcore of two to three million are in deep poverty."

"Many of those people in deep poverty will go without food today so that their children can eat."

Some writers on poverty claim that there is a growing underclass of people who live on benefits and who have a poor standard of living and of health.

(a) Identify one term from the passage that describes the very poorest people in our society [1]

(b) Suggest one reason why poverty is associated with being overweight [1]

(c) Explain why it is difficult for people who are very poor to escape from their poverty. [5]
(d) Explain the meaning of **social exclusion**. [3]

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Section B

Arrange these questions so they appear on one page together.

Leave one page of the answer book clearly marked for section a), another for section b) and two pages for section c).

Choose one of the following questions.

One three-part question must be answered from one of the following: Work; Power and Participation; Crime and Deviance; Global Citizenship. (20%)

Question 2 Work and Leisure

(a) Describe the difference between work and leisure. [10]
(b) Explain the importance of employment for people. [10]
(c) Using sociological knowledge, outline and explain reasons why the nature of work has changed since 1945. [20]

Question 3 Power and Participation

(a) Describe the difference between democracy and totalitarianism. [10]
(b) Explain why it is important to vote in elections. [10]
(c) Using sociological knowledge, outline and explain reasons why we need to have interest and pressure groups. [20]

Question 4 Crime and Deviance

(a) Describe the difference between crime and deviance. [10]
(b) Explain why men are more likely to be convicted of crime than women. [10]
(c) Using sociological knowledge, outline and explain reasons why we need to have social control in our society. [20]

Question 5 Global Citizenship

(a) Describe the differences that can be seen between developed and developing countries. [10]
(b) Explain why some British companies have moved their offices and factories to less developed countries. [10]
(c) Using sociological knowledge, outline and explain reasons why some people support Fair Trade products. [20]
Mark Scheme

Unit 1

General Guidance

- Credit should be given for what the candidate writes. There will not be penalties for errors or omissions.
- It should be possible for a very good candidate to achieve full marks and for a very poor one to achieve zero marks.
- The mark scheme indicates the characteristics and possible content of a question, but examiners must award marks for answers that are unexpected but worthy of credit.
- The final decision as to the validity of an answer lies with the Chief Examiner and in the case of doubt, markers should take advice from the Chief Examiner.

Assessment Objectives – Breakdown of weightings

<table>
<thead>
<tr>
<th>Objective</th>
<th>Weightings</th>
<th>Compulsory core question</th>
<th>Option choice Extended writing question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO 1</td>
<td>Recall, select and communicate knowledge of structures, processes and issues</td>
<td>30 – 40</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>AO 2</td>
<td>Apply knowledge and understanding in context both familiar and unfamiliar</td>
<td>30 - 40</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>AO 3</td>
<td>Select, interpret, analyse and evaluate information from different sources, including practical applications</td>
<td>20 - 30</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Total for each section of paper: 60 (Compulsory Core) + 40 (Option choice) = 100

Note that AO 3 practical application is tested in the compulsory core and AO 3 analysis and evaluation is tested in the extended writing that forms part of the option choice

Quality of Written Communication

In assessing the quality of written communication for Sociology GCSE, markers should bear in mind that they should take into account the following criteria:

- Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- Selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- Organisation of information clearly and coherently; use of specialist vocabulary where appropriate.
### Compulsory Core

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>A O</th>
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<tbody>
<tr>
<td>1</td>
<td>One mark for each correct answer:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Norm, deviant, sociology, family, questionnaire, stereotype</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2 (a)</td>
<td>Award one mark for a simple suggestion that suggests that boys like building toys or that it is natural for some boys to like activities. Award two marks for suggestions that include the notion of socialisation, albeit at a simple level. Candidates may note that building materials are marketed at boys as in the cue image</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 (b)</td>
<td>Award one mark for a basic answer suggesting that biological sex means being male or female. Award two marks for a more detailed answer that explains the term biology or offers some understanding that this is something that cannot be governed but is part of genetic or biological inheritance.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 (c)</td>
<td>Unacceptable answers will explain the term using the words of the question ‘Gender roles are the roles that the genders have in our society’. One mark is awarded to basic answers that may address either gender or role but will be underdeveloped. ‘Gender roles are how men and women act in society’ Two marks will be awarded to full and detailed answers with the use of examples.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3 (a)</td>
<td>Only 57% will be accepted</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3 (b)</td>
<td>Only 9% will be accepted</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3 (c)</td>
<td>Unacceptable answers will be factually incorrect or offer no insight into the table One mark is awarded to basic answers that may suggest that males do not do as well as females. ‘Girls achieve better grades at GCSE’ Two marks for identifying one pattern from table plus support of evidence or two patterns and no evidence. 3-4 marks for 2 or 3 patterns plus evidence.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
<td>AO</td>
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</table>
| 3 (d)    | Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.  
‘Girls achieve better at GCSE because they are more intelligent’.  
One mark is awarded to basic answers that may address gender but will be underdeveloped or rely on basic knowledge.  
‘Girls work harder in school than boys and achieve better results’  
Two marks will be awarded to full and detailed answers. Accept answers that apply knowledge perhaps with implicit reference to socialisation, possibly in a context that is unfamiliar to candidates. Look for reference to expected behaviour or to notions of learned behaviour and roles  
‘Girls in our society are expected to behave themselves and be good. This helps them to do well in school’. | 2 | 2 |
| 3 (e)    | Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.  
One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge. This is an open question and candidates may offer a variety of plausible methods, but probably will refer to questionnaires or interviews. Any answers that show insight will be credited regardless of the problem offered.  
‘I would do a questionnaire’  
Two marks will be awarded to more detailed answers. Accept answers that apply knowledge, possibly in a context that is unfamiliar to candidates. Answers that address the question may be awarded marks if some methodological awareness is displayed.  
‘I would design a questionnaire and ask boys to fill it in. It is good because I would get a variety of answers.’  
Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, possibly in a context that is unfamiliar to candidates.  
‘I would design a questionnaire and ask all the boys in one class to fill it in. I would ask questions about their attitudes to examinations and to homework because those things may affect GCSE grades.’ | 3 | 2 |
| 4 (a)    | Any response which implies that the wife’s earnings or her career prospects were better should be accepted. | 1 | 3 |
| 4 (b)    | One mark for a correct answer:  
New man (other plausible responses not listed may be accepted at the discretion of the examiner) | 1 | 1 |
<p>| 4 (c)    | Any response which draws on the passage to note that a mother had commented on the father’s presence at play group gains a mark. | 1 | 3 |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>AO</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (d)</td>
<td>Unacceptable answers will offer no insight into the question, or will make no reference to the question.</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>One mark is awarded to basic answers that explain the meaning of a role model ‘A role model is someone that you copy’</td>
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<td></td>
<td>Two marks will be awarded to full and detailed answers. Accept answers that show evidence of selection and interpretation of the stimulus material. There may be reference to the passage.</td>
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<td></td>
<td>‘The father is a good role model because his son may copy his behaviour. He will set a good example to his son by choosing to look after him and care for him. He is teaching his son that it is acceptable for men to bring up children’.</td>
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<tr>
<td>4 (e)</td>
<td>There are three marks available for each problem identified. This is an open question and candidates may offer a variety of plausible problems. Any answers that show insight will be credited regardless of the problem offered.</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</td>
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<td></td>
<td>Understanding of the key term is essential for full marks to be awarded for either of the two sections: Validity refers to the quality of the research and the appropriateness of the method. Reliability refers to its dependability, in terms of representativeness and repeatability.</td>
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<td></td>
<td>One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge of interviewing. ‘People may tell lies’</td>
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<td></td>
<td>Two marks will be awarded to more detailed answers. Accept answers that apply knowledge. ‘People may tell lies in interviews because they want to create a good impression.</td>
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<td></td>
<td>Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, or refer to the context of the question.</td>
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<tr>
<td></td>
<td>‘Interviews may not be valid because people may tell lies in interviews to create a good impression. Families are private to us and fathers want the interviewer to think that he is a good father to his children’.</td>
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<td></td>
</tr>
<tr>
<td>4 (f)</td>
<td>This is an open question and candidates may offer a variety of plausible problems. Any answers that show insight will be credited.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Unacceptable answers will offer responses that do not address the issue or offer a basic response that will simply rephrase the question in a simplistic way.</td>
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<td></td>
<td>‘How much work do you do in the house?’</td>
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<td></td>
<td>For one mark, the question will show evidence of a deeper level of processing, perhaps employing a Likert scale device or some form of differentiation device. The question will clearly be closed.</td>
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<tr>
<td></td>
<td>‘How many hours a week do you spend doing housework?’</td>
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<td>Question</td>
<td>Answer</td>
<td>Marks</td>
<td>AO</td>
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<td>4 (g)</td>
<td>This is an open question and candidates may offer a variety of plausible problems. Any answers that show insight will be credited. Unacceptable answers will offer responses that do not address the issue, or offer a basic response. ‘Fathers may not tell the truth’ For one mark, the question will show evidence of a deeper level of processing, perhaps referring to the correct methodological terminology ‘Closed questions don’t give enough detail’ For two marks, the question will show evidence of a deeper level of processing, perhaps referring to their own question or contextualising their response ‘Closed questions may limit the responses that fathers can give so it is not possible to tell how they feel about the work that they do in the house’.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5 (a)</td>
<td>One mark for the correct answer: culture</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5 (b)</td>
<td>There is one mark available for each norm Unacceptable answers will offer responses that do not address the issue. ‘Chinese people are different from us.’ One mark is awarded for an answer that refers directly to a norm. ‘Chinese people eat different food’ Norms that are referred to in the passage include: food, language, eating habits. Should candidates show particular knowledge of Chinese culture that is not mentioned in the passage, but which can be verified, then they should be rewarded.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5 (c)</td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. This answer may be copied from the passage. Two marks will be awarded to responses that are over-reliant on the passage which define only one of the terms, with a relevant example For three marks accept answers that are unbalanced but define both terms For four marks, answers should be detailed and full. This may include an element of understanding that nurture theory is part of a debate and is in opposition to nature theories. It is espoused by sociologists. Both terms should be identified and examples offered. For five marks, answers should be detailed and full. This may include an element of understanding that nurture theory is part of a debate and is in opposition to nature theories. It is espoused by sociologists. Both terms should be identified and examples offered. There will be a clear and obvious statement of difference.</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
<td>AO</td>
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<tr>
<td>5 (d)</td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. This answer may be copied from the passage. Two marks will be awarded to responses that are over-reliant on the passage which define only one of the terms, with a relevant example. There may be awareness of either culture or of nurture, but at a basic level. For three marks accept answers that are unbalanced but offer some understanding of cultural relativity but not defined or explicit. For four marks, answers should be detailed and full. This may include an element of understanding that nurture theory is part of a debate. It is supported by anthropological evidence. Examples drawn from different cultures may be offered. For five marks, answers should be detailed and full. This may include an element of understanding that nurture theory is part of a debate. It is supported by anthropological evidence. There will be a clear and obvious statement how the study of people in different cultures help us to explain nurture theory.</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6 (a)</td>
<td>One mark for the correct answer: anti social behaviour</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6 (b)</td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. This answer may be copied from the passage. Two marks will be awarded to responses that are over-reliant on the passage and which show little evidence of sociological understanding. For three marks accept answers that are unbalanced but offer some understanding of norms, values or mores and which may refer to socialisation or deviance. For four marks, answers should be detailed and full. Answers are balanced but offer some understanding of norms, values or mores and which may refer to socialisation or deviance. This may include an element of understanding of the nature of social control. For five marks, answers should be detailed and full. This may include an element of understanding of social control. Answers are balanced and offer some understanding of norms, values or mores and which may refer to socialisation or deviance. There may be reference to sociological theory; Marxism and functionalism are relevant here.</td>
<td>5</td>
<td>AO 2</td>
</tr>
<tr>
<td>6 (c)</td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. This answer may be copied from the passage. Two marks will be awarded to responses that are over-reliant on the passage but which show some evidence of sociological understanding, perhaps explaining the meaning of labelling theory. For three marks accept answers that are unbalanced but offer some understanding of labelling theory or which mention the passage in sociological terms. For four marks, answers should be detailed and full. There will be a basic explanation of labelling theory and reference to the behaviour of young people in Pontardulais.</td>
<td>4</td>
<td>AO 2</td>
</tr>
</tbody>
</table>
Option answers: Question 2 Family

Part (a) Describe two different types of families. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge of a case study of two different family types. Examples such as the Mormon polygamous family, the cereal packet norm or the extended family types typical of Sikhs are acceptable. The modern British beanpole family or the lone parent family may also be an acceptable response.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Family type or an expression of the culture in which the family type has been identified, for example, single parent families may be identified as a family type which has emerged as a result of divorce rates and changing moralities.
- Mention of family structure, this should specify kinship patterns and personnel, for example a cereal packet norm would identify the heterosexual couple and their children
- The nature of relationships – this would specify power relationships or roles, for example in a patriarchal family, the male as breadwinner would be explicit
- Power relationships within the family – this may not be relevant to all answers, but would be useful if discussion is focussed on the work of Mead or anthropological research
- Applied examples that may have been studied in class
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>A O</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (a)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
<td>5</td>
<td>AO 1</td>
</tr>
<tr>
<td></td>
<td>Limited answers will offer responses that display little evidence of types of families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 2 Basic (3 - 5 marks)</td>
<td>5</td>
<td>AO 2</td>
</tr>
<tr>
<td></td>
<td>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</td>
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<tr>
<td></td>
<td>At the upper end of this mark band, there may be specific description of a case study of one family type such as the Mormon polygamous family or the extended family types typical of Sikhs.</td>
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<td></td>
<td>The modern British nuclear family or the lone parent family is an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<tr>
<td></td>
<td>Level 3 Breadth or Depth (6 - 8 marks)</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>Six marks are available for answers that offer a clear reference to two different family types, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</td>
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<td></td>
<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study of more than one family type such as the Mormon polygamous family or the extended family types typical of Sikhs.</td>
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<tr>
<td></td>
<td>Specific mention of any named family type is an acceptable response at this level, and there may be juxtaposition with the second example. There may be unevenness so that one family type is mentioned in detail, but the other is not.</td>
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<td></td>
<td>The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<tr>
<td></td>
<td>Level 4 Breadth and Depth (9 - 10 marks)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of two different family types.</td>
<td></td>
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<tr>
<td></td>
<td>The information offered will display accuracy and sociological language will be used.</td>
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<tr>
<td></td>
<td>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of case studies of more than one family type although this is not specified in the question and should not be used as a differentiator.</td>
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<tr>
<td></td>
<td>Examples of families such as the Mormon polygamous family or the extended family types typical of Sikhs.</td>
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<tr>
<td></td>
<td>Specific mention of any family type is an acceptable response, but at this level, there will be a balanced response, perhaps with reference to theory or research.</td>
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<tr>
<td></td>
<td>Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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</table>
(b) Explain the functions of the family

Look for answers that may offer specific description of the functions of the family. It may be that a number of functions are considered and answers display breadth or that two functions are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Identity
- Socialisation
- Social control
- Stabilisation of adult personality
- Sexual control
- Emotional support
- References to theory, for example: feminism, warm bath theory, functionalism,
- Applied examples that may have been studied in class
<table>
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<tr>
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<th>Answer</th>
<th>Marks</th>
<th>AO</th>
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</thead>
</table>
| 2 (b)    | Level 1 – Limited (0 – 2 marks)  
Limited answers will offer responses that display little evidence of knowledge or understanding of the functions of the family for society. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.  
There will be little or no evidence drawn from different sources.  
The quality of written communication will be basic.  

Level 2 Basic (3 - 5 marks)  
Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.  
At the upper end of this mark band, there may be specific reference to factors that make families valuable to society, though responses may focus on emotional support and or show evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted.  
The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.  

Level 3 Breadth or Depth (6 - 8 marks)  
Six marks are available for answers that offer a clear reference to specific and clear functions of the family, though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.  
The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of identity, emotional support, financial support, social control, socialisation and sexual taboo. Not all of these elements of the significance of family may be present or equally detailed.  
The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.  

Level 4 Breadth and Depth (9 - 10 marks)  
Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions of identity, emotional support, financial support, social control, socialisation and sexual taboo. The information offered will display accuracy and sociological language will be used.  
At the upper end of this mark band, understanding will be displayed through contrasting and comparative reference to functions of the family. Candidates may question the significance or importance of family to society or may question whether the families are as important as implied by the question itself. Answers will demonstrate a good application of knowledge with examples and specific factual evidence.  
The quality of written communication will be good, with few errors of spelling, grammar and punctuation. | 5     | AO 1 |
|          |        | 5     | AO 2 |
(c) Using sociological knowledge, discuss reasons why the role of women in families in Britain has changed since 1945. [20]

Look for answers that may offer specific description of changes of the role of women in families, addressing issues such as domestic labour or female equality. There may be reference to the growth of lone parent families or the changing financial power of women related to their earning potential. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for change.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Feminism
- Contraception
- Changing norms and values
- The increase of women in the workplace
- Women as carers for the elderly
- Increased choice of family type
- Changing role of men
- Increasing opportunities
- Legal changes
- Applied examples that may have been studied in class
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<tr>
<th>Question</th>
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<th>Marks</th>
<th>A O</th>
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</thead>
<tbody>
<tr>
<td>2 (c)</td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>5</td>
<td>AO 1</td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>5</td>
<td>AO 2</td>
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<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>10</td>
<td>AO 3</td>
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<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
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<td>AO 1</td>
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<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>5</td>
<td>AO 2</td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>10</td>
<td>AO 3</td>
</tr>
<tr>
<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>5</td>
<td>AO 1</td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>5</td>
<td>AO 2</td>
</tr>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of why the role of women in families has changed. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>10</td>
<td>AO 3</td>
</tr>
</tbody>
</table>

- Level 1 – Limited (0 – 4 marks)
- Level 2 Basic (5 - 10 marks)
- Level 3 Breadth or Depth (11 - 15 marks)
- Level 4 Breadth and Depth (16 -20 marks)
Option answers: Question 3 Education

Part (a) Describe two different types of school in Britain. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of a case study of two different types of school. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples of schools might be comprehensive schools, City Academies, faith schools and independent schools.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Clear sense of the funding and organisation of the school types suggested
- Type of school and some sense of where such a school might be found
- Mention of type of pupils who attend and the curriculum studied if relevant
- Reference to studies of such schools, if appropriate and relevant
- Applied examples that may have been studied in class

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<th>Question</th>
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<tbody>
<tr>
<td>3 (a)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
<td>5</td>
<td>AO 1</td>
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<tr>
<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of types (type) of school. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 2</td>
</tr>
<tr>
<td></td>
<td>Level 2 Basic (3 -5 marks)</td>
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<td></td>
<td>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</td>
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<td>At the upper end of this mark band, there may be specific description of a case study of one school type such as the comprehensive school or a City Academy. Any modern British school type is an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td></td>
<td>Level 3 Breadth or Depth (6 - 8 marks)</td>
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<td></td>
<td>Six marks are available for answers that offer a clear reference to two different school types, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</td>
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<td></td>
<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study of more than school type such as grammar school or the comprehensive school. Specific mention of any school type is an acceptable response but at this level, there may be juxtaposition with the second example. There may be unevenness so that one school type is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td></td>
<td>Level 4 Breadth and Depth (9 -10 marks)</td>
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<td></td>
<td>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of two different types of school. The information offered will display accuracy and sociological language will be used.</td>
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<td>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of more than school type although this is not specified in the question and should not be used as a differentiator. Examples such as comprehensive school or the independent school are sought. Specific mention of any school type is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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</table>
(b) Explain the difference between formal and informal education [10]

Look for answers that may offer specific description of the two types of education. Answers should display depth of understanding and offer a clear statement of difference or differences. There will be examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Formal education through schools, colleges
- Awareness of the intentional, assessed and curriculum driven nature of formal education, perhaps with reference to socialisation processes
- Informal and non-formal educational processes
- Awareness of the accidental, non-assessed and learner driven nature of informal/non-formal education processes
- References to theory, for example: functionalism and Marxism
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</table>
| 3 (b)    | Level 1 – Limited (0 – 2 marks)  
Limited answers will offer responses that display little evidence of knowledge or understanding of the types of education process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.  
Level 2 Basic (3 - 5 marks)  
Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.  
At the upper end of this mark band, there may be specific reference to either formal or informal education, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.  
The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.  
Level 3 Breadth or Depth (6 - 8 marks)  
Six marks are available for answers that offer a clear reference to either formal or informal education though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding  
The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of formal and informal education. These elements of the significance of education may not be equally detailed. There may be examples, but not equally detailed or well chosen. There may be juxtaposition, but there will not be a clear statement of the differences as required by the question.  
The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.  
Level 4 breadth and Depth (9 - 10 marks)  
Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions of formal and informal education and an analysis of the nature of each with applied examples. The information offered will display accuracy and sociological language will be used.  
At the upper end of this mark band, understanding will be displayed through contrasting and comparative reference to each form of education. There will be reference to questions of the nature of both formal and informal education. Candidates may question the value of each type of education. There will be juxtaposition, and a clear statement of the differences as required by the question.  
Answers will demonstrate a good application of knowledge with examples and specific factual evidence.  
The quality of written communication will be good, with few errors of spelling, grammar and punctuation. | 5 | 5 | AO 1  
AO 2 |
(c) Using sociological knowledge, discuss reasons why we need to have schools in our society [20]

Look for answers that may offer specific description of the functions of interest and pressure groups for our society. There may be reference to vocationalism, child protection, citizenship and preparation for adulthood, meritocracy, social control, learning skills or any other relevant functions. Some of these ideas may be implicit rather than explicit, but appropriate examples to illustrate understanding should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for education.

Credit
- Accurate use of sociological language, concepts and theory, if relevant
- Preparation for adulthood
- Vocationalism
- Meritocracy
- Economic reasons
- Socialisation
- Marxist and social control accounts of education
- Functionalism and social opportunity accounts of education
- Increasing opportunities
- Legality
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<tr>
<td>3 (c)</td>
<td>Level 1 – Limited (0 – 4 marks)</td>
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<td>AO 1</td>
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<td></td>
<td>Limited answers will offer responses that display Little evidence of knowledge or understanding of why schools are necessary. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic</td>
<td>5</td>
<td>AO 2</td>
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<td></td>
<td>Level 2 Basic (5 - 10 marks)</td>
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<td>AO 3</td>
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<td></td>
<td>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</td>
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<td>At the upper end of this mark band, there may be specific reference to one or more functions of the education system. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td>Level 3 Breadth or Depth (11 - 15 marks)</td>
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<td>Eleven marks are available for answers that offer a clear reference to specific and clearly identified functions of the education system though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more functions of interest and pressure groups will be in this mark band.</td>
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<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to meritocracy, vocationalism or child protection issues. There may be reference to the growth of qualification based education or the relationship between qualifications and earning potential. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td>Level 4 Breadth and Depth (16 -20 marks)</td>
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<td>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of functions of the education system relating these functions to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</td>
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<td>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to functions, perhaps with evaluative and analytical observations that explicitly point out that some functions are more significant than others. There may be reference to changes in the educational systems which are prompted by ideological beliefs about the functions of that system. Candidates may even question the significance of ideology, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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Option answers: Question 4 Mass Media

Part (a) Describe two ways in which peoples' use of the mass media has changed since 1945.

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of a case study of two different changes in the use of the mass media. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples of media change should relate to different media forms.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Clear sense of the impact of technology on media forms
- Social changes which have prompted changes in media use
- Consumerism and targeting of audiences
- Broadcast and narrow casting of mass media content
- New media communities
- Reference to studies of the media, if appropriate and relevant
- Applied examples that may have been studied in class
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<th>Question</th>
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<tr>
<td>4 (a)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
<td>5 5</td>
<td>AO 1 AO 2</td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of changes in media usage. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</td>
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<td>Level 2 Basic (3 -5 marks)</td>
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<td>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</td>
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<td>At the upper end of this mark band, there may be specific description of a case study of one media type such as the television or the cinema. Any medium may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td>Level 3 Breadth or Depth (6 - 8 marks)</td>
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<td>Six marks are available for answers that offer a clear reference to two different media types or of reasons for changes in the media, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</td>
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<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study of media change, such as the development of the gaming console and the social implications of gaming. Specific mention of any media use is an acceptable response but at this level, there may be juxtaposition with the second example. There may be unevenness so that change in media use is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td>Level 4 Breadth and Depth (9 -10 marks)</td>
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<td>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of two changes in media usage. The information offered will display accuracy and sociological language will be used.</td>
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<td>At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of media usage although this is not specified in the question and should not be used as a differentiator. Examples such as radio usage or cinema attendance are sought. Specific mention of any media usage is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of social change since 1945. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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(b) Explain how the mass media may create moral panics [10]

Look for answers that may offer specific description of the development of a moral panic. Answers should display depth of understanding and offer a clear statement of how moral panics develop and then pass on. There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Deviancy amplification
- Awareness of news reporting and the needs of commercial news production
- The value laden nature of media reporting
- Response of the targeted groups
- Response of authority groups and moral guardians
- Social control
- Contemporary examples of moral panics
- References to theory, for example: pluralism, interpretivism and Marxism
- Applied examples that may have been studied in class
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<th>Question</th>
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<tr>
<td>4 (b)</td>
<td><strong>Level 1 – Limited (0 – 2 marks)</strong>&lt;br&gt; Limited answers will offer responses that display little evidence of knowledge or understanding moral panics developments as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 1 AO 2</td>
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<td><strong>Level 2 Basic (3 - 5 marks)</strong>&lt;br&gt; Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately. At the upper end of this mark band, there may be specific reference to a recent moral panic, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td><strong>Level 3 Breadth or Depth (6 - 8 marks)</strong>&lt;br&gt; Six marks are available for answers that offer a clear reference to the process of a moral panic though evaluation and analysis may be present. It will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of how the media are implicit in deviancy amplification and moral panic development although these may be implicitly addressed. Some elements of the development of a moral panic may be not equally detailed. There may be examples, but not detailed or well chosen. There may be reference to key studies these will not necessarily be precise or contemporary. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td><strong>Level 4 Breadth and Depth (9 - 10 marks)</strong>&lt;br&gt; Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions relating to the media role in creating moral with applied examples and reference to specific media examples. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding will be displayed through reference to the process of media reporting and the biased nature of language as well as to audience responses. There will be reference to deviancy amplification and to recent examples of moral panics. Candidates may question the reality of media reporting and show evidence of understanding of the value laden nature of reporting. Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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(c) Using sociological knowledge, discuss whether the mass media are able to influence audiences. [20]

Look for answers that may offer specific description of the impact of the media on audience with reference to the variety of explanations on offer. There may be reference to cultural effects, hypodermic syringe, pluralism or any other relevant theories. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the power of advertising, the role of secondary socialisation and the image of the media on body image may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of whether the media are able to influence audiences.

Credit
- Accurate use of sociological language, concepts and theory, if relevant
- Socialisation
- Agenda and norm setting through the media
- Gender socialisation and the media
- Experimental studies into media influence on children will be accepted
- Targeting of media to specific audiences
- Resistance theory (perhaps implicit)
- Marxist and social control accounts of the impact of the mass media
- Functionalism and pluralist accounts of media impact
- Applied examples that may have been studied in class
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<tr>
<td>4 (c)</td>
<td>Level 1 – Limited (0 – 4 marks)</td>
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<td>AO 1</td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of media influence. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 2</td>
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<td></td>
<td>Level 2 Basic (5 - 10 marks)</td>
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<td>AO 3</td>
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<td></td>
<td>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</td>
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<td>At the upper end of this mark band, there may be specific reference to one or more examples of secondary socialisation through the media. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td>Level 3 Breadth or Depth (11 - 15 marks)</td>
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<td>Eleven marks are available for answers that offer a clear reference to specific and clearly identified ways in which the media may influence audiences though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or of examples to account for media impact on audiences will be in this mark band.</td>
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<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to hypodermic syringe or cultural effects theories or of detailed examples – perhaps relating to gender socialisation. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td>Level 4 Breadth and Depth (16 -20 marks)</td>
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<td>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of media impact on audiences relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</td>
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<td>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to theories or examples, perhaps with evaluative and analytical observations that explicitly point out that some theories are more plausible than others. Candidates may even question the significance of media values and ideology, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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Option answers: Question 5 Sports and Leisure

Part (a) Explain the difference between professional and non-professional sport  [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of the differences between professional and non-professional sport. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples may be drawn from one or more sporting arenas.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Clear sense of the variety of sport and sporting activities
- Understanding of the social significance of sport as a source of revenue and a source of identity for people
- The role of sport as a participant activity and non-participation activity
- The growth and development of leisure (sport for fitness and health)
- The blurring of differences in many sports
- The commercial nature of some sport, including reference to the media (sporting channels etc)
- Reference to studies, if appropriate and relevant
- Applied examples that may have been studied in class
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<tr>
<td>5 (a)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
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Limited answers will offer responses that display little evidence of professional and/or non-professional sport, if some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

Level 2 Basic (3 -5 marks)

Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific description of a case study of one sport, perhaps recognising the role of professional sportsmen and women in one sporting arena. Any sport may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

Level 3 Breadth or Depth (6 -8 marks)

Six marks are available for answers that offer a clear reference to both professionalism and non-professionalism in sport though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study of professionalism in sport, such as the development of the highly paid specialist and the levels of training and investment in careers that are evidenced. Specific mention of any sport may be used in an acceptable response. At this level, there may be juxtaposition without necessary detailing the main differences. There may be unevenness so that either professional or non-professional sport is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

Level 4 Breadth and Depth (9 -10 marks)

Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the differences between professional and non-professional sport. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of professional and non-professional sport although this is not specified in the question and should not be used as a differentiator. Specific mention of any sporting activity is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of social change or the media role in professional sport. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.
(b) Explain reasons why some people become supporters of particular sports clubs and teams [10]

Look for answers that may offer specific description of the importance of sporting affiliations as a form of cultural and gender identity as well as an understanding of the importance of shared social activity and interest. Answers should display depth of understanding and offer a clear statement of how sporting affiliations develop. There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit

- Accurate use of sociological language, concepts and theory, if relevant.
- Family, geographical or national allegiances
- Social cohesion
- Secularisation
- Individual and personal reasons (but only if explained within the context of social debates)
- Media and commercial promotion of national and regional teams
- Contemporary examples of sporting groups
- References to theory, for example: pluralism, interpretivism and Marxism
- Applied examples that may have been studied in class
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<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>AO</th>
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</table>
| 5 (b)    | **Level 1 – Limited (0 – 2 marks)**  
Limited answers will offer responses that display little evidence of knowledge or understanding of who people become supporters of particular sports and teams. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic  
**Level 2 Basic (3 - 5 marks)**  
Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.  
At the upper end of this mark band, there may be specific reference to a case study of a team or club, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted.  
The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.  
**Level 3 Breadth or Depth (6 - 8 marks)**  
Six marks are available for answers that offer a clear reference to the process of fan base creation and supporter affiliation. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding  
The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of the significance and commercialisation of fan based activities although these may be implicitly addressed. Some elements of the development of affiliations may not be equally detailed. There may be examples, but not detailed or well chosen. There may be reference to key studies these will not necessarily be precise or contemporary.  
The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.  
**Level 4 breadth and Depth (9 - 10 marks)**  
Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions relating to the development of supporter groups with applied examples and reference to specific media examples. The information offered will display accuracy and sociological language will be used.  
At the upper end of this mark band, understanding will be displayed through reference to the process of media reporting and the commercialisation of sport and sport activities. There will be reference to recent examples of supporter groups identifying positive and negative perceptions of some fans. Candidates may question the reality of media reporting and show evidence of understanding of the value laden nature of reporting of fan activities. There may be reference to notions of ‘other’ though these may be implicit.  
Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies.  
The quality of written communication will be good, with few errors of spelling, grammar and punctuation. | 5     | AO 1| 5   | AO 2|
(c) Using sociological knowledge, discuss why sport and leisure activities have become an important business in modern Britain. [20]

Look for answers that may offer specific description of both sport and leisure activities. There should be reference to social change that has made sport and leisure more significant as part of British society. There may be reference to changing working patterns, life expectancy, leisure time and to fashions in health and fitness concerns. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the media on body image and the relationship between sport and gender issues may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of whether the media are able to influence audiences.

Credit
- Accurate use of sociological language, concepts and theory, if relevant
- Appropriate understanding of sport, leisure and the differences between the two notions
- Socialisation
- Consumerism and wealth development
- Globalisation of leisure markets
- Changing social expectations
- Sport and the media
- Changing work patterns and opportunities for leisure
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<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>AO</th>
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<tbody>
<tr>
<td>5 (c)</td>
<td>Level 1 – Limited (0 – 4 marks)</td>
<td>5</td>
<td>AO 1</td>
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<tr>
<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of the link between sport and leisure activities and business. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 2</td>
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<td></td>
<td>Level 2 Basic (5 - 10 marks)</td>
<td>10</td>
<td>AO 3</td>
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<td></td>
<td>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</td>
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<td></td>
<td>At the upper end of this mark band, there may be specific reference to one or more examples of either a sporting or a leisure activity. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td></td>
<td>Level 3 Breadth or Depth (11 - 15 marks)</td>
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<td></td>
<td>Eleven marks are available for answers that offer a clear reference to specific and clearly identified reasons for the development of sport and leisure related businesses though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or examples to account for the commercialisation of sport and leisure will be in this mark band.</td>
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<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to commercial sport and leisure enterprises. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td></td>
<td>Level 4 Breadth and Depth (16 -20 marks)</td>
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<td>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the commercialisation of sport and leisure relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</td>
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<td></td>
<td>At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to sport and leisure, perhaps with evaluative and analytical observations that explicitly point out differences between the two markets. There may be reference to changes in the society which have prompted changes in the commercial value of sports and leisure. Candidates may even question the significance of these changes, albeit in an implicit fashion. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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Mark Scheme

Unit 2

General Guidance

- Credit should be given for what the candidate writes. There will not be penalties for errors or omissions.

- It should be possible for a very good candidate to achieve full marks and for a very poor one to achieve zero marks.

- The mark scheme indicates the characteristics and possible content of a question, but examiners must award marks for answers that are unexpected but worthy of credit.

- The final decision as to the validity of an answer lies with the Chief Examiner and in the case of doubt, markers should take advice from the Chief Examiner.

Assessment Objectives – Breakdown of weightings

<table>
<thead>
<tr>
<th>Objective</th>
<th>Weightings</th>
<th>Compulsory core Question 1</th>
<th>Option choice Extended writing questions 2 - 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO 1</td>
<td>Recall, select and communicate knowledge of structures, processes and issues</td>
<td>30 – 40</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>AO 2</td>
<td>Apply knowledge and understanding in context both familiar and unfamiliar</td>
<td>30 - 40</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>AO 3</td>
<td>Select, interpret, analyse and evaluate information from different sources, including practical applications</td>
<td>20 - 30</td>
<td>10</td>
<td>10</td>
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</tbody>
</table>

Note that AO 3 practical application is tested in the compulsory core and AO 3 analysis and evaluation is tested in the extended writing that forms part of the option choice

Quality of Written Communication

In assessing the quality of written communication for Sociology GCSE, markers should bear in mind that they should take into account the following criteria:

- Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- Selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- Organisation of information clearly and coherently; use of specialist vocabulary where appropriate.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>A O</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>One mark for each correct answer: Prejudice, Discrimination, Wealth, Sexism. Status. Poverty</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2 (a)</td>
<td>Award one mark for a basic answer suggesting that gendered pay gap means a difference in pay. Award two marks for a more detailed answer that explains the term gender or offers some understanding that this is the difference between the average wages of men and of women.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 (b)</td>
<td>Unacceptable answers will explain this phenomenon in personal, individual, common sense or gendered ways, including repeating the terms of the question in a marginally different format. ‘So that people get Equal Pay’ One mark is awarded to basic answers that will be underdeveloped, perhaps recognising that the pay of men and women is different. Recognition of fairness is sought. ‘We have an Equal Pay Act to ensure that men and women are paid the same for the same work. Two marks will be awarded to full and detailed answers. Accept answers that show evidence of selection and interpretation of the stimulus material. There will be recognition that equal pay for equal work is something that must be legislated for because otherwise things may not have changed. ‘The Equal Pay Act made laws to ensure that men and women are paid the same for the same work and cannot be discriminated on the grounds of gender. It is to protect people against sexism in the workplace’.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2 (c)</td>
<td>Any sociological explanation that is valid, but choice of career, feminised work and part-time work are sought. Unacceptable answers will explain this phenomenon in personal, individual, common sense or gendered ways. Award one mark for the suggestion (no more than two marks) award a second mark for a developed explanation. One mark is awarded to basic responses as above. Two marks will be awarded to full and detailed answers. Accept answers that show evidence of understanding, for example Women tend to choose or be found in careers that are low paid and low status, such as caring, cooking, cleaning and check outs (4 Cs).</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
<td>AO</td>
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<tr>
<td>3 (a)</td>
<td>Only mixed ethnicity will be accepted</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3 (b)</td>
<td>Only 30% will be accepted</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3 (c)</td>
<td>Any overtly racist explanations will be reported to the board for consideration.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3 (c)</td>
<td>One mark is awarded to basic answers that may offer any reasoned suggestion including racism, the areas in which the cultural groups live or lifestyle. ‘Some people are the victims of racists’. Two marks will be awarded to full and detailed answers. Accept answers that show evidence of selection and interpretation of the stimulus material. There may even be reference to the data. ‘People of some ethnicities are more likely to live in poorer areas of towns and cities where crime rates are high. This means that they are likely to be the victims of crime. It is possible that racism is involved.’ Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense in approach. ‘Some people don’t like people from different ethnic minorities. One mark is awarded to basic answers that may address or rely on basic knowledge that there is prejudice and discrimination in our culture. ‘Some people are racist.’ Two marks will be awarded to full and detailed answers. Accept answers that apply knowledge perhaps with implicit reference to the various reasons for racism such as stereotyping or scape-goating, possibly offering some understanding of context or process. Credit the use of sociological terminology. ‘People may discriminate because they are racist. Racism may be caused when people stereotype people of different nationalities and misunderstand their culture and behaviour.’</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3 (e)</td>
<td>Look for answers that show a clear understanding of the meaning of ethics in sociological methodology. For the top mark band there must be clear contextualisation of the question. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge. This is an open question and candidates may offer a variety of plausible problems. Any answers that show insight will be credited regardless of the problem offered. Weak candidates may not move far from the issue of racism, despite the fact that the question is open to interpretation and the context is therefore unfamiliar. ‘People are frightened to tell about criminals.’ Two marks will be awarded to more detailed answers. Accept answers that apply knowledge, possibly in a context that is unfamiliar to candidates. ‘It may be difficult to get people to talk about being the victim of crime because they are frightened or upset by the effects of the crime; especially if it was personal.’ 3-4 marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, possibly in a context that is unfamiliar to candidates. ‘People may not be willing to discuss their experience of crime for fear of threats from the criminal or because the experience was unpleasant and they don’t want to talk about it. This is an ethical problem as people can be upset by the research.’</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
<td>A O</td>
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<tr>
<td>4 (a)</td>
<td>Any response which implies that Anna’s mother was ill, stressed or disabled</td>
<td>1</td>
<td>3</td>
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<tr>
<td>4 (b)</td>
<td>One mark for a correct answer:</td>
<td>1</td>
<td>1</td>
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<td></td>
<td>Unemployed (other plausible responses not listed may be accepted at the discretion of the examiner)</td>
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<td>4 (c)</td>
<td>This is an open question and candidates may offer a variety of plausible suggestions. Any answers that show insight will be credited. Weak candidates may not move far from the question of interviewing as a method and may not consider the issue of sensitivity because this question is open to interpretation and the context is therefore unfamiliar. Look for answers that show a clear understanding of the usefulness of interviewing as a sociological methodology which is appropriate for qualitative research. For the top mark band there may be contextualisation of the question. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. There may be a rephrasing of the question. ‘Interviews are good because people may feel able to talk about sensitive issues’ One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge. One mark is awarded to basic answers that may suggest that interviews are where people talk, or shows some awareness of the meaning of the technique. Such answers may be overly dependent on the item. ‘Interviews are good for sensitive topics because people may feel able to talk freely to another person.’ Two marks will be awarded to more detailed answers that use sociological language. Accept answers that apply knowledge, possibly in a context that is unfamiliar to candidates. ‘Interviews are a valid method for sensitive topics because people may feel able to talk freely to another person and give more depth to their answers.’</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4 (d)</td>
<td>There are three marks available for each sampling process identified. This is an open question and candidates may offer a variety of plausible processes. Any answers that show insight will be credited. Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense. One mark is awarded to basic answers that may address the question but will be underdeveloped. They may either name or describe a sampling process. ‘Random samples’ Two marks will be awarded to more detailed answers. Accept answers that apply knowledge, ‘Random samples are like names in a hat.’ Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge, or refer to the context of the question. ‘Random samples are like names in a hat or a raffle where everyone has an equal chance of being part of the study and people’s names are picked out by chance.’</td>
<td>6</td>
<td>2</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
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<tr>
<td>5 (a)</td>
<td>One mark for a correct answer. Lowest income group (£100–£200 per week).</td>
<td>1</td>
<td>3</td>
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<tr>
<td>5 (b)</td>
<td>One mark for the correct answer: living standards</td>
<td>1</td>
<td>1</td>
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<tr>
<td>5 (c)</td>
<td>Although the question specifies 'reasons' many of these reasons are associated with income differences and the ready availability of money, so the question is intended to probe the candidate's understanding of the impact of wealth on lifestyle and living standards. Unacceptable answers will offer responses that do not address the issue. 'Because they do.' One mark is awarded to basic answers that may address the issue of lifestyle but will be underdeveloped or rely on basic knowledge. The answer may be copied in essence 'They earn more money' Two marks will be awarded to full and detailed answers. Accept answers that display or apply knowledge, possibly in a context that is unfamiliar to candidates. 'They earn more money and buy things.' Three marks may be awarded to answers that demonstrate some depth of understanding 'Access to money means that they can buy better health care and more luxuries' Four marks are available for more detailed analysis differences, which show evidence of development and explanation. 'People on higher incomes can afford to buy the things that they need or want for a healthy and happy life. They can pay for health care and a good education. They may be able to solve more problems because they have a higher income.'</td>
<td>4</td>
<td>2</td>
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<tr>
<td>5 (d)</td>
<td>A deeper level of understanding of poverty is required.</td>
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<td>2</td>
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<td>Award one mark for a basic answer. 'it is when you do not have the things that you need' Award two marks for a more detailed or sophisticated answer that explains the poverty, perhaps with reference to global poverty patterns. 'Primary poverty is often typical of less developed countries and it is where people do not have the things that are considered basic for survival. Although it is rare in Britain, homeless people experience primary poverty'</td>
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<td>5 (e)</td>
<td>Award one mark for a basic answer drawn from or directly copied from the passage and which shows the sociological skill of identification. 'They do not have things that they want.' Award two marks for a more detailed or sophisticated answer that explains the term in full. 'Secondary poverty is more often found in Britain than primary poverty. It is when people cannot afford to buy things that others around them feel are necessary or important for a good standard of living'</td>
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<td>2</td>
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<td>Question</td>
<td>Answer</td>
<td>Marks</td>
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<td>5 (f)</td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</td>
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<td>One mark is awarded to a very basic answer that may be underdeveloped, general or rely on basic knowledge.</td>
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<td>Two marks will be awarded to responses that name a theory or express the ideas of that theory without directly naming it in full. This may be Marxism, and rely on ideas of oppression of the poor, or it could be Functionalism and explain poverty in terms of the fecklessness of the poor.</td>
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<td>For three marks accept answers that apply knowledge or refer to the theory clearly. There should be an awareness of process.</td>
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<td>For four marks, answers should be detailed and full. This may include an element of understanding that poverty theory is part of a debate, there may be a named sociologist or examples.</td>
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<td>5 (g)</td>
<td>Unacceptable answers will offer responses that do not address the issue or simply offer answers that are common sense.</td>
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<td>One mark is awarded to a very basic answer that may be underdeveloped or rely on basic knowledge. Accept reference to any social group that may be vulnerable to poverty: old, young, unemployed, disabled, minority ethnic group, recent migrant, parents, single parents etc.</td>
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<td>Two marks will be awarded to responses that appreciate in basic terms that there is inequality in our society.</td>
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<td>For three marks accept answers that apply specific knowledge, perhaps referring to statistics drawn from tables anywhere on this examination paper.</td>
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<td>For four marks, answers should be detailed and full. There should be clear use of evidence applied to the social group in question.</td>
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<tr>
<td>6 (a)</td>
<td>One mark for the correct answer: underclass</td>
<td>1</td>
<td>1</td>
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<tr>
<td>6 (b)</td>
<td>One mark for the correct answer: poor quality food</td>
<td>1</td>
<td>1</td>
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<tr>
<td>6 (c)</td>
<td>Look for answers that apply theoretical understanding. Candidates may respond by developing one theory in depth or referring to a number of theories and thus display breadth of understanding:</td>
<td>5</td>
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<tr>
<td></td>
<td>• Underclass debates</td>
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<td></td>
<td>• Marxism</td>
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<td>• Culture of poverty theory</td>
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<td></td>
<td>• Cycle of poverty theory</td>
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<td>Unacceptable answers will offer responses that do not address the issue.</td>
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<td>One mark is awarded to a very basic answer that may be underdeveloped or rely on common sense and basic knowledge. This answer may be copied from the passage referring to living on benefits.</td>
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<td>Two marks will be awarded to general responses that appreciate that people who are poor go to poor schools or find it difficult to get jobs. Answers may be descriptive of people’s personal situations. Reference to theory will be implicit.</td>
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<td></td>
<td>‘if you go to an interview, you can’t afford good clothes’</td>
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<td>For three marks accept answers that apply knowledge, perhaps referring to the importance of the culture of poverty or referring to social order in some way. Alternatively, a basic list may be offered in response, and this should be accepted and credited.</td>
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<td></td>
<td>For four marks, answers should be detailed and full. This may include an element of understanding of the cycle of poverty. Alternatively, a list may be offered in response, and this should be accepted and credited if there is some evidence of sociological content.</td>
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<td>For five marks, there will be a very developed explanation of either the underclass debate or the cycle of poverty, perhaps with examples and analysis of the situation. Accept detailed answers that list reasons, so long as some degree of sociological evidence or explanation is offered.</td>
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<td>Question</td>
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<tr>
<td>6 (d)</td>
<td>Unacceptable answers will offer responses that do not respond to the question or simply offer answers that are common sense. One mark is awarded to basic answers that may address the question but will be underdeveloped or rely on basic knowledge. The term exclusion may be defined in terms of poverty. Two marks will be awarded to more detailed answers. Accept answers that apply knowledge. There will be reference to both social and exclusion. Three marks will be awarded to very detailed answers which show some evidence of sociological knowledge or language. Credit answers that apply knowledge or refer to examples social exclusion. Candidates who identify the difference between exclusion and poverty will be credited fully.</td>
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Option answers: Question 2 Work and Leisure

Part (a) Describe the difference between work and leisure. [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific knowledge and understanding of the meaning of work and of leisure. There should be an explicit understanding of the difference between the two concepts.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- A definition of work as something that one is paid or required to do, the obligatory element should be apparent.
- Understanding that not all work is paid.
- Awareness that leisure is self-directed time.
- One may choose to do tasks in self-directed time that others would consider to be work.
- Awareness of the instrumental and expressive meanings associating with work and leisure.
- Applied examples that may have been studied in class.

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<th>Question</th>
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<tbody>
<tr>
<td>2 (a)</td>
<td>Level 1 – Limited (0 – 2 marks) Limited answers will offer responses that display little evidence of knowledge or understanding of work &amp; leisure. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 1</td>
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<td>Level 2 Basic (3 -5 marks) Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.</td>
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<td>AO 2</td>
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<td>At the upper end of this mark band, there may be specific description of work or of leisure though the examples may be weak and the terms under-defined. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td>Level 3 Breadth or Depth (6 - 8 marks) Six marks are available for answers that offer a clear reference to both work and leisure, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a work and of leisure. There may be juxtaposition. However, there may be unevenness so that one term is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td>Level 4 Breadth and Depth (9 -10 marks) Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of both work and of leisure. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of case studies of both work and of leisure although this is not specified in the question and should not be used as a differentiator. Specific mention of any form of work or of leisure is an acceptable response, but at this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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</table>
(b) Explain the importance of employment for people. [10]

Look for answers that may offer specific description of the importance of employment. It may be that a number of functions are considered and answers display breadth or that two functions or work are considered but answers display depth of understanding. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Identity
- Socialisation
- Social control
- Instrumental
- Expressive
- References to theory, for example: feminism, warm bath theory, functionalism,
- Applied examples that may have been studied in class
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<tr>
<td>2 (b)</td>
<td><strong>Level 1 – Limited (0 – 2 marks)</strong>&lt;br&gt;Limited answers will offer responses that display little evidence of knowledge or understanding of the functions of the work and employment for society and for individuals. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic&lt;br&gt;There will be little or no evidence drawn from different sources.&lt;br&gt;The quality of written communication will be basic</td>
<td>5</td>
<td>AO 1 AO 2</td>
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<td></td>
<td><strong>Level 2 Basic (3 - 5 marks)</strong>&lt;br&gt;Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately. At the upper end of this mark band, there may be specific reference to instrumental factors that make work valuable to individuals and society, though responses may focus on financial elements and or show evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted.&lt;br&gt;The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td><strong>Level 3 Breadth or Depth (6 - 8 marks)</strong>&lt;br&gt;Six marks are available for answers that offer a clear reference to specific and clearly identified functions of employment for the individual, though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding&lt;br&gt;The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of identity, financial support, social control, socialisation and expressive and instrumental functions of employment. Not all of these elements of the significance of employment may be present or equally detailed.&lt;br&gt;The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td><strong>Level 4 breadth and Depth (9 - 10 marks)</strong>&lt;br&gt;Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions of identity, financial support, social control, socialisation and expressive and instrumental functions of employment. The information offered will display accuracy and sociological language will be used.&lt;br&gt;At the upper end of this mark band, understanding will be displayed through contrasting and comparative reference to functions of employment for the individual. There may be reference to questions of identity, financial support, social control, socialisation and expressive and instrumental functions of employment. Candidates may question the significance or importance of employment to society or may question whether all work is equally important or satisfactory as implied by the question itself. Answers will demonstrate a good application of knowledge with examples and specific factual evidence.&lt;br&gt;The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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</table>
(c) Using sociological knowledge, outline and explain reasons why the nature of work has changed since 1945 [20]

Look for answers that may offer specific description of changes of the nature of work in Britain, addressing issues such as female equality and changes in the nature of work. There may be reference to the decline of manufacturing, the growth of service sector work and changing technologies. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for change.

Credit
• Accurate use of sociological language, concepts and theory, if relevant.
• Feminism
• Sectors of industry
• Technology and mechanisation
• Service sector work
• Globalisation
• Loss of skill sectors from the workforce
• Changing role of men
• Increasing opportunities
• Legal changes
• Applied examples that may have been studied in class
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<th>Question</th>
<th>Answer</th>
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| 2 (c)    | **Level 1 – Limited (0 – 4 marks)**

Limited answers will offer responses that display little evidence of knowledge or understanding of the nature of work. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.

| Level 2 Basic (5 - 10 marks) |

Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.

At the upper end of this mark band, there may be specific reference to changes in the nature of work since 1945. Suggestions will be made that offer a narrow view of the changing nature of work. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

| Level 3 Breadth or Depth (11 - 15 marks) |

Eleven marks are available for answers that offer a clear reference to specific and clearly identified changes in the nature of work though description of one or more changes may be underdeveloped.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to changes in the nature of work, addressing issues such as female equality or changing technologies. There may be descriptive accounts of changes. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

| Level 4 Breadth and Depth (16 -20 marks) |

Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the changes in the nature of work, perhaps relating these to factors in society that have been precipitators of the changes described. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding may be displayed through contrasting and comparative reference to changes in the nature of work. There may be an understanding of the multi-factorial nature of change, so that no one change can take place in isolation. There may be reference to the decline of manufacturing and primary industrial bases and the rise of service sector work. Candidates may question the quality of change and whether this has been beneficial to society or individuals but this will not be a differentiator. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.

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Option answers: Question 3 Power and Participation

Part (a) Describe the difference between democracy and totalitarianism [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of a case study of both forms of government, drawing comparisons and contrasts. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Clear sense of the meaning of each of the terms
- Applied examples and suggestions where in the world examples might be found
- Mention of historical examples if relevant
- Reference to the strengths and limitations of each form of government, if appropriate and relevant
- Applied examples that may have been studied in class

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<th>Question</th>
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</table>
| 3 (a)    | Level 1 – Limited (0 – 2 marks)  
Limited answers will offer responses that display little evidence of knowledge or understanding of democracy or totalitarianism. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic  
Level 2 Basic (3 -5 marks)  
Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately.  
At the upper end of this mark band, there may be specific description of democracy or of totalitarianism though the examples may be weak and the terms under-defined. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.  
Level 3 Breadth or Depth (6 - 8 marks)  
Six marks are available for answers that offer a clear reference to both democracy and totalitarianism, though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.  
The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a democracy and of totalitarianism. There may be juxtaposition. However, there may be unevenness so that one term is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.  
Level 4 Breadth and Depth (9 -10 marks)  
Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of both democracy and of totalitarianism. The information offered will display accuracy and sociological language will be used.  
At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions of case studies of both democracy and of totalitarianism although this is not specified in the question and should not be used as a differentiator. Specific mention of any form of democracy or of totalitarianism is an acceptable response, but at this level, there will be a balanced response, perhaps with reference to theory or research. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation. | 5/5 | AO 1 AO 2 |
(b) **Explain why it is important to vote in elections**  

Look for answers that may offer specific description of the meaning and purpose of voting as part of the legitimation process of government. Answers should display depth of understanding and offer a clear statement of why voting is important to democratic government. There will be examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

**Credit**
- Accurate use of sociological language, concepts and theory, if relevant.
- Democratic rights
- Legislative processes
- Legitimation of government
- Representative processes
- Pluralism and the state
- The state as disinterested legislator between vested interests
- References to theory, for example: functionalism and Marxism
- Applied examples that may have been studied in class
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<th>Question</th>
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<tr>
<td>3 (b)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
<td>5</td>
<td>AO 1</td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of the functions of voting to the government and for society. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 2</td>
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<tr>
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<td>Level 2 Basic (3 - 5 marks)</td>
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<td>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately. At the upper end of this mark band, there may be specific reference to the legitimation process of voting for government and society. Responses may focus on party interest and or show evidence of emotional involvement and bias. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td></td>
<td>Level 3 Breadth or Depth (6 - 8 marks)</td>
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<td>Six marks are available for answers that offer a clear reference to specific and clearly identified functions of voting for the individual and for the state, though evaluation and analysis may be unbalanced. There will be evidence of breadth or depth of knowledge and understanding. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of legitimation or democracy. They may be present but not equally detailed. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td></td>
<td>Level 4 breadth and Depth (9 - 10 marks)</td>
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<td></td>
<td>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions of changes to the importance of voting in elections for the individual and the state. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding will be displayed through contrasting and comparative reference to functions of voting. Candidates may question the significance or importance of voting in elections to society or may question whether all work is equally important or satisfactory as implied by the question itself. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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</table>
(c) Using sociological knowledge, outline and explain reasons why we need to have interest and pressure groups. [20]

Look for answers that may offer specific description of the functions of interest and pressure groups for our society. There may be reference to representation, protection of interests, citizenship, social control, promotion of good causes and charities, pluralism or any other relevant functions. Some of these ideas may be implicit rather than explicit, but appropriate examples to illustrate understanding should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of reasons for education.

Credit
- Accurate use of sociological language, concepts and theory, if relevant
- Representation
- Economic reasons
- Marxist accounts
- Pluralism
- Functionalism and social opportunity
- Legality
- Applied examples that may have been studied in class
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<th>Question</th>
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<tr>
<td>3 (c)</td>
<td><strong>Level 1 – Limited (0 – 4 marks)</strong>&lt;br&gt;Limited answers will offer responses that display little evidence of knowledge or understanding of interest and/or pressure groups. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 1</td>
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<td></td>
<td><strong>Level 2 Basic (5 - 10 marks)</strong>&lt;br&gt;Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used. At the upper end of this mark band, there may be reasons for having interest and pressure groups. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
<td>5</td>
<td>AO 2</td>
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<td></td>
<td><strong>Level 3 Breadth or Depth (11 - 15 marks)</strong>&lt;br&gt;Eleven marks are available for answers that offer a clear reference to specific and clearly identified functions of interest and pressure groups though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more functions of interest and pressure groups will be in this mark band. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to reasons for having interest and pressure groups such as protection of interests, social control and charitable reasons. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td><strong>Level 4 Breadth and Depth (16 -20 marks)</strong>&lt;br&gt;Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of functions of interest and pressure groups relating these functions to explicit and relevant examples. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there will be a variety of reasons which distinguish between the different functions of interest and pressure groups. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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Option answers: Question 4 Crime and Deviance

Part (a) Describe the difference between crime and deviance

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer a clear understanding of both the sociological and legalistic definitions of crime and deviance with explicit understanding of the social construction of both categories and the importance of formal and informal knowledge in category creation. This knowledge should be contemporary and relevant. There should be some sense of context apparent. Examples of media change should relate to different media forms.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Clear understanding of norms, values, mores and law
- Social changes which affect social constructions of crime and of deviance
- Reference to legal understandings
- Explicit and clear awareness of the differences between the two terms
- Reference to studies of recent cases if appropriate and relevant
- Applied examples that may have been studied in class
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<th>Question</th>
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<tr>
<td>4 (a)</td>
<td><strong>Level 1 – Limited (0 – 2 marks)</strong></td>
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<td></td>
<td>Limited answers will offer responses that display little evidence of</td>
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<td>knowledge or understanding of crime and tolerance. If some relevant</td>
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<td>factual material is used then up to 2 marks are available. The quality</td>
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<td>of written communication will be basic</td>
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<td><strong>Level 2 Basic (3 -5 marks)</strong></td>
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<td>Three marks are available for basic answers that may address the</td>
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<td>question but that may be underdeveloped and vague. The information</td>
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<td>offered will be basic and sociological language will not be used</td>
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<td>accurately.</td>
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<td>At the upper end of this mark band, there may be specific description</td>
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<td>of crime or of deviance though the examples may be weak and the terms</td>
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<td>under-defined. The quality of written communication will be acceptable,</td>
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<td>although there may be errors of spelling and punctuation.</td>
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<td><strong>Level 3 Breadth or Depth (6 - 8 marks)</strong></td>
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<td>Six marks are available for answers that offer a clear reference to</td>
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<td>both crime and deviance, though description of one may be underdeveloped.</td>
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<td>There will be evidence of breadth or depth of knowledge and</td>
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<td>understanding.</td>
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<td>The information offered will display accuracy and sociological language</td>
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<td>will be used. At the upper end of this mark band, there may be specific</td>
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<td>description of a crime and of deviance. There may be juxtaposition.</td>
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<td>However, there may be unevenness so that one term is mentioned in</td>
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<td>detail, but the other is not. The quality of written communication will</td>
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<td>be clear, with few errors of spelling, grammar and punctuation.</td>
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<td></td>
<td><strong>Level 4 Breadth and Depth (9 -10 marks)</strong></td>
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<td>Nine marks are available for detailed answers that offer a specific</td>
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<td>and accurate knowledge of understanding of both crime and of deviance</td>
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<td></td>
<td>The information offered will display accuracy and sociological language</td>
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<td>will be used. At the upper end of this mark band, understanding may be</td>
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<td>displayed through contrasting and comparative descriptions of case</td>
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<td>studies of both crime and of deviance although this is not specified in</td>
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<td>the question and should not be used as a differentiator. Specific</td>
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<td>mention of any form of crime or of deviance is an acceptable response,</td>
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<td>but at this level, there will be a balanced response, perhaps with</td>
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<td>reference to theory or research. Answers will demonstrate a good</td>
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<td>application of knowledge. The quality of written communication will be</td>
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<td>good, with few errors of spelling, grammar and punctuation.</td>
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</table>
(b) **Explain why men are more likely to be convicted of crime than women**  

Look for answers that may offer specific description of gender differences in conviction rates. Answers should display depth of understanding and offer a clear statement of sociological explanations for these differences. There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

**Credit**
- Accurate use of sociological language, concepts and theory, if relevant.
- Chivalry thesis
- Differences in socialisation
- Patterns of conviction
- Differences in normative behaviour of the genders
- References to theory, for example: functionalism, social anthropology and interpretivism and Marxism
- Applied examples that may have been studied in class
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<th>Question</th>
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<th>Marks</th>
<th>A O</th>
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<tbody>
<tr>
<td>4 (b)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
<td>5</td>
<td>AO 1</td>
</tr>
<tr>
<td></td>
<td>Limited answers will offer responses that display little evidence of knowledge or understanding of gender as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.</td>
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<td></td>
<td>Level 2 Basic (3 - 5 marks)</td>
<td>5</td>
<td>AO 2</td>
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<td>Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately. At the upper end of this mark band, there may be specific reference to patterns of crime conviction, though responses may be generalised and vague. Stereotyping may be apparent. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td>Level 3 Breadth or Depth (6 - 8 marks)</td>
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<td>Six marks are available for answers that offer a clear reference to the process of conviction or the production of official statistics. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of gender and conviction rates although these may be implicitly addressed. Some elements of the answer may be not equally detailed. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily be precise or contemporary. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td>Level 4 breadth and Depth (9 - 10 marks)</td>
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<td>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions relating to gender conviction rates with applied examples and reference to specific examples. The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, understanding will be displayed through reference to the process of media reporting and the biased nature of language as well as to audience responses. There will be reference to deviancy amplification and to recent examples of moral panics. Candidates may question the reality of media reporting and show evidence of understanding of the value laden nature of reporting. Answers will demonstrate a good application of knowledge with examples and specific factual evidence, with reference to theories and relevant studies. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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(c) **Using sociological knowledge, outline and explain reasons why we need to have social control in our society.** [20]

Look for answers that may offer specific description of the variety of explanations of crime and the need for social control on offer. There may be reference to Marxism and functionalism or any other relevant theories. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the reference to norms, values, mores, legal codes and processes of socialisation may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of why we need social control.

Credit

- Accurate use of sociological language, concepts and theory, if relevant
- Socialisation
- Protection of the weak and vulnerable
- Prevention of feuds and revenge based behaviour
- Agenda and norm setting
- Marxist accounts of the need for social control
- References to processes of social control
- Functionalist accounts of social control
- Applied examples that may have been studied in class
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<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>A O</th>
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<tbody>
<tr>
<td>4 (c)</td>
<td>Level 1 – Limited (0 – 4 marks)</td>
<td>5</td>
<td>AO 1</td>
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<td></td>
<td>Unacceptable answers will offer responses that display no evidence of knowledge or understanding of reasons why we have social control in our society. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.</td>
<td>5</td>
<td>AO 2</td>
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<td>Level 2 Basic (5 - 10 marks)</td>
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<td></td>
<td>Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.</td>
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<td>At the upper end of this mark band, there may be specific reference to one or more reasons why we need social control. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.</td>
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<td>Level 3 Breadth or Depth (11 - 15 marks)</td>
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<td></td>
<td>Eleven marks are available for answers that offer a clear reference to specific and clearly identified reasons why we need to have social control though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or of examples to account for media impact on audiences will be in this mark band.</td>
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<td>The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to Marxism or functionalism or detailed examples – perhaps relating to socialisation processes and norm setting. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.</td>
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<td>Level 4 Breadth and Depth (16 -20 marks)</td>
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<td>Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of reasons why we require social control linked to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.</td>
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<td>At the upper end of this mark band, there will be a variety of reasons which will explain reasons why we need social control in our society. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.</td>
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Option answers: Question 5 Global citizenship

Part (a) Explain the difference between developed and developing countries [10]

The mark scheme is awarding marks for knowledge and understanding and the ability to apply this knowledge and understanding within sociological context. There should be sociological language applied to specific examples. Look for answers that may offer specific description of the differences between developed and developing countries with explicit examples. This knowledge should be contemporary and relevant. There should be some sense of context apparent.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Clear sense of the hierarchy of development so that development is not oppositional but a continuum
- Understanding of the difficulties inherent in operationalising a term such as development
- The role of education and commerce in development
- The blurring of differences between countries
- The economic basis of measures of development
- Reference to studies, if appropriate and relevant
- Applied examples that may have been studied in class
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<th>Question</th>
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<tr>
<td>5 (a)</td>
<td>Level 1 – Limited (0 – 2 marks)</td>
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<td>AO 1</td>
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Limited answers will offer responses that display little evidence of knowledge or understanding of differences between developed and developing countries. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic.

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<th>Level 2 Basic (3 -5 marks)</th>
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<td>Three marks are available for basic answers that may address the question but that may be underdeveloped and vague. The information offered will be basic and sociological language will not be used accurately. There may be a stereotypical or common sense approach.</td>
<td>5</td>
<td>AO 2</td>
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At the upper end of this mark band, there may be specific description of a case study of a developing or a developed country, perhaps recognising the role of quality of life and access to good living standards. Any country may offer the basis of an acceptable response. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

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<th>Level 3 Breadth or Depth (6 - 8 marks)</th>
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<tr>
<td>Six marks are available for answers that offer a clear reference to both developed and developing countries though description of one may be underdeveloped. There will be evidence of breadth or depth of knowledge and understanding.</td>
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</table>

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific description of a case study of a country, referencing issues such as the development of the highly paid middle class that are evidenced. Specific mention of any country may be used in an acceptable response. At this level, there may be juxtaposition without necessary detailing of the main differences. There may be unevenness so that either development or developing is mentioned in detail, but the other is not. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

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<th>Level 4 Breadth and Depth (9 -10 marks)</th>
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<tr>
<td>Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the differences between developed and developing countries. The information offered will display accuracy and sociological language will be used.</td>
<td>9</td>
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</table>

At the upper end of this mark band, understanding may be displayed through contrasting and comparative descriptions or case studies of developed and developing countries although this is not specified in the question and should not be used as a differentiator. Specific mention of any economic activity related to development is an acceptable response but at this level, there will be a balanced response, perhaps with reference to theory or research and with a clear understanding of social change implicit in the notion of developed and developing countries. Answers will demonstrate a good application of knowledge. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.
(b) Explain why some British companies have moved their offices and factories to less developed countries

Look for answers that may offer specific description of the movement of economic activities to LEDC as well as an understanding of the impact of such movement on the UK. Answers should display depth of understanding and offer a clear statement of why companies are outsourcing elements of their services to LEDC. There will be explicit contemporary examples apparent. Answers that respond in only a personal or emotional fashion may be credited if this can be justified sociologically but should not appear in the top two mark bands.

Credit
- Accurate use of sociological language, concepts and theory, if relevant.
- Outsourcing and the mechanisms of outsourcing
- Increasing educational standards in LEDC
- Changing markets
- Wages and pay scales
- References to theory, for example: pluralism and Marxism
- Applied examples that may have been studied in class
### Question 5 (b)

**Level 1 – Limited (0 – 2 marks)**

Limited answers will offer responses that display little evidence of knowledge or understanding moral panics developments as a process. If some relevant factual material is used then up to 2 marks are available. The quality of written communication will be basic. There will be little or no evidence drawn from different sources. No examples will be apparent. The quality of written communication will be basic.

**Level 2 Basic (3 - 5 marks)**

Up to five marks are available for basic answers that may address the question. Responses may be underdeveloped and vague. The information offered will be minimal and sociological language will not be used accurately.

At the upper end of this mark band, there may be specific reference to a case study of a company that has outsourced or moved its offices, though responses may be generalised and vague. There will be some evidence drawn from different sources including practical applications. This may be interpreted. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.

**Level 3 Breadth or Depth (6 - 8 marks)**

Six marks are available for answers that offer a clear reference to the process of globalisation. Though evaluation and analysis may be present, it will be unbalanced. There will be evidence of breadth or depth of knowledge and understanding.

The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to questions of the significance and commercialisation of decision making processes although these may be implicitly addressed. Some elements of the development of LEDC may not be equally detailed. There may be examples, but not detailed or well chosen. There may be reference to key studies; these will not necessarily be precise or contemporary. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.

**Level 4 breadth and Depth (9 - 10 marks)**

Nine marks are available for detailed answers that offer a specific and accurate knowledge of understanding of questions relating to the movement of economic functions with applied examples and reference to specific commercial examples. The information offered will display accuracy and sociological language will be used.

At the upper end of this mark band, understanding will be displayed through reference to the process of economic generation and regeneration of some LEDC and the impact on MEDC. There will be reference to recent examples of movements identifying positive and negative perceptions of some companies. Candidates may question the process or see both value and weaknesses in the process. There may be reference to notions of ‘other’ though these may be implicit.

Answers will demonstrate a good application of knowledge with examples and specific factual evidence, perhaps with reference to theories and relevant studies. The quality of written communication will be good, with few errors of spelling, grammar and punctuation.
(c) Using sociological knowledge, outline and explain reasons why some people support Fair Trade products. [20]

Look for answers that may offer specific description of the Fair Trade movement. There should be reference to social change that has made Fair Trade more significant as part of the cultural values of British society. There may be reference to changing life styles, ideologies, values and to fashions in health and fitness concerns. Some of these ideas may be implicit rather than explicit, but appropriate examples such as the impact of the Fair Trade movement as part of a sense of responsibility for global issues may be used to illustrate understanding and should be present. List-like and overly descriptive answers should not appear in the top two mark bands as the question specifies discussion of why there is an increasing market for sustainable production that is sociological in tone.

Credit
- Accurate use of sociological language, concepts and theory, if relevant
- Appropriate understanding of Fair Trade and ethical trading
- Ideology
- Consumerism and wealth development
- Globalisation of markets
- Changing social expectations
- Fair Trade and the media
- Changing economic development
- References to theory, for example: pluralism and Marxism
- Applied examples that may have been studied in class
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| 5 (c)    | Level 1 – Limited (0 – 4 marks)  
Unacceptable answers will offer responses that display no evidence of knowledge or understanding of reasons why some people support Fair Trade products. If some minimal relevant factual material is used then a mark is available. The quality of written communication will be basic.  
Level 2 Basic (5 - 10 marks)  
Five marks are available for basic answers that may address the question but that will be underdeveloped and vague. The information offered will be minimal and sociological language will not be used.  
At the upper end of this mark band, there may be reasons why some people support Fair Trade products. Examples may be present but these will be basic and perhaps inappropriately applied. The quality of written communication will be acceptable, although there may be errors of spelling and punctuation.  
Level 3 Breadth or Depth (11 - 15 marks)  
Eleven marks are available for answers that offer a clear reference to specific and clearly identified reasons for the development of Fair Trade and other ethically related businesses though there may be uneven or underdeveloped responses. Descriptive but detailed accounts of one or more theories or examples to account for the development of Fair Trade and ethical products will be in this mark band.  
The information offered will display accuracy and sociological language will be used. At the upper end of this mark band, there may be specific reference to Fair Trade enterprises. The quality of written communication will be clear, with few errors of spelling, grammar and punctuation.  
Level 4 Breadth and Depth (16 -20 marks)  
Sixteen marks are available for detailed answers that offer a specific and accurate knowledge of understanding of the commercialisation of Fair Trade relating these ideas to explicit and relevant examples. The information offered will display accuracy and sociological language will be used.  
At the upper end of this mark band, there will be a variety of reasons which distinguish between the different reasons why people support Fair Trade products. Answers will demonstrate a good application of knowledge with examples and specific factual evidence. The quality of written communication will be good, with few errors of spelling, grammar and punctuation. | 5     | AO 1  
5     | AO 2  
10    |