



General Certificate of Secondary Education January 2012

Sociology **4192**

41902 **Crime and Deviance;
Mass Media;
Power;
Social Inequality**

Unit 2

Mark Scheme

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

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

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Set and published by the Assessment and Qualifications Alliance.

General Certificate of Secondary Education

SOCIOLOGY Unit 2

MARK SCHEME

January 2012

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

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

Quality of Written Communication (QWC)

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

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

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

TOPIC 1
CRIME AND DEVIANCE**Total for this topic: 30 marks**

Section 1		AO	Marks
0	1	From Item A , which type of household had the highest membership of Neighbourhood Watch schemes in 2006/2007? <i>(1 mark)</i>	
		AO3	1
0	2	From Item B , give one example of a serious offence that is not included in the British Crime Survey. <i>(1 mark)</i>	
		AO3	1
0	3	Identify two types of crime commonly experienced in urban communities. <i>(2 marks)</i>	
		AO1	2
0	4	Explain what sociologists studying deviance mean by peer pressure. <i>(4 marks)</i>	
		AO1	1
		AO1	2
		AO1	1

		AO	Marks
0	5	Describe one recent approach to reduce the number of violent crimes committed by young people and explain why this approach might not have been successful. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg increased penalties for carrying knives, introduction of school-based officers, publicity campaigns, anti-gang education, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation linked to the chosen approach through reference to eg the impact of peer pressure/gang culture, the role of the media, the poor relationship between some young people and the police or other agencies of social control, etc.	AO2	2
	3 marks for a clear explanation as to why the approach cited earlier may not have been successful. Students may, for example, explore one of the issues above in some depth, explore an example from their own locality in some depth or may explore the complexity of the issue.	AO2	1
0	6	Describe one way in which some sociologists believe that labelling can lead to deviant behaviour and explain why this might be a problem for certain groups within society. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of the labelling process linked to deviance. Students may refer to various aspects such as the role of those with the power to label, master status, etc, or may develop the description via an example.	AO2	1
	Plus		
	1-2 marks for a simple explanation linked to the description. This might reference the possible negative impact on, eg, the young, minority ethnic groups, sub-cultures, etc, at a fairly basic and/or generalised level.	AO2	2
	3 marks for a clear explanation explicitly related to the process of labelling and its claimed links to deviant behaviour and the problems it may cause for certain social groups. This might deal in some depth with the problems caused for a specific social group, possibly referring to an example, or it might describe in a systematic fashion the process by which such groups become 'outsiders'.	AO2	1

Section 2**EITHER**

		AO	Marks
0 7	Discuss how far sociologists would agree that most criminal behaviour is caused by poverty and social deprivation. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about crime and/or poverty and/or social deprivation. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg data on/summaries of the number and/or type of crimes committed by those from poorer/deprived communities reference to appropriate studies), concepts (eg role models, social exclusion, deviant status) and/or ideas (eg sub-cultural approaches, strain theory, edgework, etc), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the level and nature of crimes committed by different social class groups and the likely causes, by producing a critique drawing on various theoretical approaches). It is likely that responses at this level may seek to distinguish between different social groups within the poor and/or consider the impact of other forms of deprivation, the role of other agencies in creating/reinforcing criminal behaviour and so on.

AO3

3

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

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

OR

0 8

Discuss how far sociologists would agree that official statistics give an accurate picture of the levels of crime in society. (12 marks)

AO Marks

0 No relevant points made.

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

AO1 3

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

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg on how official statistics on crime are collated), concepts (eg reliability, validity) and/or ideas (eg those from structuralist approaches), though focus may not be consistent and the quality/range of the material may be limited. It is probable that answers at this level may simply describe the process by which such statistics are collected in some depth, but there will be little or no response to 'how far'.

AO1 1
AO2 2

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

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

AO2 2
AO3 1

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

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by detailed reference to the methodological debate, to bias and distortion in the use of official statistics on crime, to the claimed advantages of other methodologies, to the 'dark figure', to public perceptions of crime and so on). Students may make appropriate use of specific examples such as the debates over the levels of knife crime and so on.

AO3 3

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

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

TOPIC 2
MASS MEDIA**Total for this topic: 30 marks****Section 3**

		AO	Marks
0 9	From Item C , with which social group are reality shows particularly popular? <i>(1 mark)</i>		
	Young females.	AO3	1
1 0	From Item D , in which year did the social networking site 'Facebook' start? <i>(1 mark)</i>		
	2004.	AO3	1
1 1	Identify one advantage and one disadvantage of the growth in mobile phone use amongst young people. <i>(2 marks)</i>		
	1 mark for an appropriate advantage, such as increased access to various media, improved information flow; 1 mark for an appropriate disadvantage, such as greater vulnerability to criminal attack/bullying, possible decline in literacy levels, etc.	AO1	2
1 2	Explain what sociologists mean by political socialisation when studying the effect of the mass media on political opinion. <i>(4 marks)</i>		
	1 mark for basic statements about political socialisation or socialisation in general, with no reference to the link to the mass media.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, in which some reference will be made to the process by which a person acquires political beliefs and values. There will be some limited recognition of the role of the mass media in the process.	AO1	2
	4 marks for a clear explanation of political socialisation, in which there is explicit reference to the role the mass media play in the process, possibly referring to influence of choice of newspaper, methods used by politicians to secure support, the impact of other agents of socialisation, eg the family, work, etc.	AO1	1

		AO	Marks
1	3	Describe one process through which editors and journalists can influence what appears in the news and explain why this might lead to bias when covering an event. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, eg agenda-setting, gatekeeping, the use of editorials, selective reporting, news values, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation through reference to the way the chosen process could lead to a partial and/or incomplete account, biased treatment of certain groups or views, trivialisation, etc.	AO2	2
	3 marks for a clear explanation explicitly related to the possible impact of the chosen process on the presentation of an event and its reception by its audience. More detailed versions of the 1-2 mark band exemplars could feature here, as could those supported by a detailed example.	AO2	1
1	4	Describe one way in which the mass media stereotype males and explain why some sociologists might argue that this is a problem. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg referring to a particular stereotype or image, such as 'macho', sports-mad, gay, effeminate, the 'new man' and so on, possibly via an example.	AO2	1
	Plus		
	1-2 marks for a simple explanation of the impact the chosen stereotype can have on self-perception and/or public perception and how this can lead to an appropriate problem, eg anti-social behaviour, social exclusion, homophobia, etc.	AO2	2
	3 marks for a clear explanation explicitly related to the alleged link between the stereotype and a subsequent social problem. Students may refer to issues such as the need for some men to conform to an image of excessive masculinity, the reinforcement of negative perceptions of minority groups such as gay men, the degree to which the so-called 'new man' exists and so on.	AO2	1

Section 4

EITHER

		AO	Marks
1 5	Discuss how far sociologists would agree that an audience's behaviour is directly affected by what it sees and hears in the mass media. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about the mass media and/or its audience. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to the impact of the media on its audience, the mass media's influence on consumption patterns and so on), concepts (eg deviancy amplification, hypodermic syringe, two-step flow, hyperreality) and/or ideas (eg those from various media effects models), though focus may not be consistent and the quality/range of the material may be limited. Some students may present a relatively narrow focus on just one aspect, eg the media and violence. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to the problems of measuring media impact on behaviour, consideration of contrasting media effects models, recognition of the diversity of media audiences and the possible impact of digital technology thereon, etc).	AO3	3

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

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

OR

		AO	Marks
1	6	Discuss how far sociologists would agree that the rapid growth of the internet and other digital media has increased freedom of speech in our society. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about the mass media and/or the internet and/or freedom of speech. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg of the new media and access thereto, the claimed impact of the internet on access to information, etc), concepts (eg globalised media, public media) and/or ideas (eg those from various perspectives on ownership and control), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to contrasting evidence from examples, studies, etc, on the claimed impact of the new media on access to information, consideration of the globalised nature of the new media and its audiences, evidence on ownership of the new media outlets, discussion of various theoretical positions such as those from postmodern, Marxist and/or pluralist positions and so on).	AO3	3

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

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

TOPIC 3
POWER**Total for this question: 30 marks****Section 5****AO Marks**

1 7	From Item E , what percentage of those aged over 60 think that mainly the Government should pay when we retire? <i>(1 mark)</i>		
	64.	AO3	1
1 8	From Item F , which age group had the highest percentage turnout for both men and women? <i>(1 mark)</i>		
	Those aged 55 and over.	AO3	1
1 9	Identify two ways in which employees can act together to improve their pay and conditions. <i>(2 marks)</i>		
	1 mark for each of two identifications of any appropriate way, eg joining a union, collective bargaining, taking industrial action, using laws like health and safety legislation, etc.	AO1	2
2 0	Explain what sociologists mean by power relationships. <i>(4 marks)</i>		
	1 mark for basic statements about power or relationships.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, drawn from a relevant area of social life, in which basic and/or generalised reference may be made to the impact of different levels of power on a relevant social relationship, and/or the student may primarily focus on the meaning of power per se.	AO1	2
	4 marks for a clear explanation that explicitly links the response to the impact of power on social relationships. Students may refer to a relevant area of social life (eg the home, work, etc) in some depth and/or may look at relevant issues such as patriarchy, occupational class, etc.	AO1	1

Section 6

EITHER

		AO	Marks
2	3	Discuss how far sociologists would agree that social problems such as poverty and unemployment are most effectively addressed by government action. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about social problems and/or governments. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg on the nature of contemporary social problems and/or social welfare provision), concepts (eg the Welfare State, 'big' government) and/or ideas (eg those from social democratic and similar viewpoints), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far.' In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to political and other debates about the role of the state/government in modern society, consideration of studies/evidence as to causes of and solutions for relevant social problems, discussion of differing theoretical positions and so on).	AO3	3

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

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

OR

		AO	Marks
2 4	Discuss how far sociologists would agree that age is the most important influence on an individual's participation in the political process. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about political participation and age. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg studies/data on voting behaviour by age group, studies on party adherence by age group, etc), concepts (eg political generations, apathy, single issue politics, ideologies) and/or ideas (eg those from explanations of political participation), though focus may not be consistent and the quality/range of the material may be limited. At this level it is likely that students may consider just one aspect of age and political participation (eg the voting behaviour of young people). There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by reference to other factors impacting on participation in the political process, such as class, ethnicity, gender, etc, by consideration not just of voting but of other forms of political participation, by examining the impact of socialisation on the formation of political views, etc).	AO3	3

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

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

TOPIC 4
SOCIAL INEQUALITY**Total for this question: 30 marks****Section 7****AO Marks**

2 5	From Item G , how many of the top 200 schools are comprehensives? <i>(1 mark)</i>		
	13.	AO3	1
2 6	From Item H , what proportion of Britain's top 100 companies has no female executives at all? <i>(1 mark)</i>		
	One fifth.	AO3	1
2 7	Identify two reasons why an individual's social class may change during his or her lifetime. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg social mobility (up or down, but not both), promotion, gaining higher qualifications, getting a higher-status job, marriage, family breakdown, retirement, unemployment, etc.	AO1	2
2 8	Explain what sociologists mean by the poverty trap. <i>(4 marks)</i>		
	1 mark for basic statements about being stuck in poverty.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the impact on the poor of, eg, finding employment without effectively losing benefit income as a result.	AO1	2
	4 marks for a clear explanation, which is explicitly linked to the inverse relationship between benefit levels and income from employment, levels of savings, etc, and which is not confused with the cycle of poverty. Students might refer to specific benefits, the political debate around benefits, recent government initiatives, etc.	AO1	1

		AO	Marks
2	9	Describe one way in which the status of the elderly may be lower than that of other age groups in society and explain how this may lead to discrimination against them. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description of, how the elderly have lower status, eg elderly people may be seen as a burden on the rest of society, elderly people may be seen as lacking the skills necessary for modern life, elderly people are often relatively poor, etc.	AO2	1
	Plus		
	1-2 marks for a simple explanation, possibly via an example, through reference to reason(s) why this may lead to discrimination, eg in the workplace or in decision-making in families, treatment by the Health Service, etc.	AO2	2
	3 marks for a clear explanation explicitly related to the chosen reason(s) specifically linked to discrimination against the old, possibly referring to ageist attitudes and cultural values, negative stereotyping in the media, the loss of power over their own lives, etc.	AO2	1
3	0	Describe one consequence of child poverty and explain why the problem of child poverty continues to exist. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description related to, eg, educational under-achievement, poorer health, or some other aspect of the life chances of poor children.	AO2	1
	Plus		
	1-2 marks for a simple explanation, through reference to the chosen reason, as to why it is argued child poverty persists.	AO2	2
	3 marks for a clear explanation which is explicitly related to the persistence of child poverty, possibly referring to the culture of poverty, situational constraints, the growing inequalities in wealth and income, cost-cutting in benefit provision, recent government actions and so on.	AO2	1

Section 8**EITHER**

		AO	Marks
3	1	Discuss how far sociologists would agree that there is less class inequality now than 50 years ago. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about class and/or inequality. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg data on class distribution, data on relevant aspects of inequality, some understanding of recent economic and social change), concepts (eg open elites, meritocracy, embourgeoisement) and/or ideas (eg those derived from Marxist and other perspectives), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses ‘how far’ (eg by reference to contrasting evidence from examples, studies, etc, on the level of upward social mobility in the last 50 years, the impact of increased access to higher education, the nature of inequality in society today, the degree to which social class remains a key to one’s life chances, the wider theoretical debate, etc). AO3 3

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

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

OR

3 | 2

Discuss how far sociologists would agree that gender discrimination in the workplace remains an issue in Britain today. (12 marks)

AO Marks

0	No relevant points made.		
1–3	Basic statements about gender and/or discrimination with no reference to the workplace. In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (eg on one or more aspects of gender and the workplace, the nature of occupational inequality in Britain today), concepts (eg glass ceiling, sexism, discrimination) and/or ideas (eg from feminist positions), though focus may not be consistent and the quality/range of the material may be limited. Responses at this level may tend to take for granted that 'gender' equates to 'women', and that they are discriminated against in the workplace. There will be little or no response to 'how far'. In this band, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far' eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas, within a well-focused discussion which explicitly and in detail addresses 'how far' (eg by detailed reference to relevant studies or evidence on gender and the workplace, by consideration of gender inequality as it affects men, by discussion of the importance of other factors such as class and ethnicity, by reference to differing views within feminism, etc).	AO3	3

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

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

Assessment Objectives Grid – Unit 2**Examination Series: January 2012**

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

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

Summary of the Mark Distribution

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

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion