GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

Annotations

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

Annotation	Meaning
?	Unclear/confused/inaccurate
APP	Application/Interpretation
BP	Blank Page
DEV	Development of point
EG	Example
EVAL	Explicit evaluation/Analysis
J	Juxtaposition
KU	Knowledge and understanding
L	Limited
⧛	Inaccurate/irrelevant
REP	Repetition
U	Unsubstantiated/implicit
VG	Very good
P	Partial relevance/Generalised knowledge

Question	Answer	Mark	Guidance
1 (a)	**Identify and explain two ways that households have changed in recent years.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Changes such as increases in single parent families/households, same sex families/households, beanpole families (within a household), reconstituted families/households, single-person households, cohabitation, egalitarian families, peer-shared households, cultural diversity • Changes to relationships within the family such as more egalitarian, increase in matrifocal/patrifocal relationships • Changes to nuclear family such as shift away from traditional nuclear families • Concepts such as individualisation, individualism, secularisation, feminisation of labour market, emancipation of women, friends are the new family, families of choice, boomerang generation • Reference to evidence from Social Trends, feminism, postmodernism, New Right, Allan & Crow, Giddens, Haskey • Explanations may refer to changing role of women in society, changes in masculinity, changes in labour market, social policy and the role of the state, changes in education policy, changing nature of family life in response to wider social changes, changing attitudes and values, greater diversity and choice, postmodern outlook – linked to the way households have changed Any other reasonable point.	17	

Question			Answer	Mark	Guidance
	(b)		**Outline and evaluate sociological views on the contribution the family makes to society.** **The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive and depends on the approach ta**ken: • Concepts such as macro, structuralist, geographical mobility, familial ideology, false needs, false class consciousness, consumerism, reproduction of capitalism, private/public spheres, reserve army of labour, dark side of family life, ideological conditioning device, safety valve, consumer culture, sexual division of labour, work/life balance, reproduction of labour force, patriarchy, functional, traditional, organic analogy, socialisation, value consensus, social integration, social stability, instrumental and expressive needs, warm bath theory, biological determinism, cornerstone of society, geographical mobility as positive function, family diversity, patriarchy, golden age, feminisation of labour market, equal opportunities, individualism, deterministic • Studies such as Marx, Engels, Zaretsky, Marcuse, Cooper, Barrett and McIntosh, Ansley, Beechey, McIntosh, Delphy & Leonard, Greer, Firestone, Dworkin, Parsons, Chester, Murdoch, Dennis & Erdos, Redwood, O'Neill, Saunders, Laslett, Somerville, Stacey, Beck & Beck-Gernsheim, Lewis on New Labour policies, Laing, Leach • Theories: Marxism, Marxist feminists views, radical psychiatry, functionalism, New Right, postmodern views on equality, diversity and choice, blurred boundaries, other feminist views including liberal	33	There are a number of approaches to this question. Candidates may go through perspectives in turn or may construct a debate around positive/negative contributions made to society.

Question	Answer	Mark	Guidance
	feminist views on changing gender roles in society, radical feminist views on the persistence of patriarchal society, other views on dark side of family life • Candidates may refer to methodological issues. In evaluation – this will depend on the approach taken, candidates may evaluate perspectives in turn or may construct a debate and evaluate through giving views and counter views related to the debate. Any other reasonable response.		
2 (a)	**Identify and explain two sociological views of the relationships between children and parents.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as egalitarian, toxic childhood, ageing population, new grand-parenting, helicopter parents, sandwich generation, boomerang generation, blurred boundaries, paranoid parents, primary socialisation, role models, ideological conditioning device, consumer culture, social control • More child-centred, especially among middle class • Effects of diversity in family types eg more single parent families • Effects of changes in gender roles • Effects of changes in social policy • Greater dependence with extended time in education • Greater affluence, more independence	17	Candidates may refer to changes in relationships or more traditional aspects of relationships between children and parents.

Question			Answer	Mark	Guidance
			• Reference to evidence such as postmodernism, feminism, functionalism, Marxism, Stainton Rogers, Lee, Postman, Palmer, Henretta & Grundy, Brannen, Furedi, Children Act and other social policies Any other reasonable point.		
	(b)		**Outline and evaluate sociological views on the benefits of family diversity.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as pick and mix, blurred boundaries, cultural, class and sexual diversity, co-parenting, civil partnership, individualisation, consumer culture, feminisation of labour market, diversity and choice, families of choice, confluent love, egalitarian, equality, no fixed ideology • Studies such as Rapoports, Eversley & Bonnerjea, Allan & Crow, Roseneil & Budgeon, Brannen, Grundy & Henretta, Smart, Berthoud & Beishon, Foster, Oakley, Weeks, Beck and Beck-Gernsheim, Stacey, Dunne, Gottman • Theories: postmodernism, supported by liberal feminism on emerging family forms and diversity • Reference to the range of diverse types of family life including single parent families, beanpole families, re-constituted families, same-sex families • Role of government policy in supporting diversity, New Labour views, current government views • Candidates may refer to methodological issues	33	Debate should focus on diversity as beneficial.

Question	Answer	Mark	Guidance
	In evaluation: • Concepts such as golden age, moral decline, neo-conventional family, patriarchy, ideology, hegemony, latch key kids, deviance, underachievement, lack of male role model, crisis in masculinity, functions of nuclear family, warm bath theory, family as cornerstone of society, ideological conditioning device, dark side of family, anomie, biological determinism • Studies such as Dennis & Erdos, Chester, Somerville, Ansley, Barrett & McIntosh, Benston, Delphy & Leonard • Theories: functionalism on naturalness and benefits of nuclear family, New Right views on nuclear family as a core family type and other family types as unnatural, deviant and problematic, Marxist and radical feminists questioning the impact of diversity because of the persistence of more traditional family forms • Role of government policy in recognising traditional forms of family life as beneficial, functionalism and New Right as critical of impact of diversity • Reference to particular family types and associated criticisms • Ideological strength of notions of positive aspects of traditional family life and values • Persistence of nuclear family, re-marriage rates indicating high regard for traditional family forms • Differences related to ethnicity, social class and sexuality • Candidates may refer to methodological issues Any other reasonable response.		

Question			Answer	Mark	Guidance
3	(a)		**Identify and explain two ways that health may be seen as culturally relative.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as social construction, subjectivity, cross-cultural, interpretation, 'sinking heart', equilibrium, functional, cultural differences • Reference to cultural differences related to age, gender, ethnicity and social class • Variations over time, place and individuals • Variations in defining health and illness • Variations in treatment • Lay versus professional judgements, illness as a personal experience • Focus on social causes of illness • Explanations related to social model, social patterns of health and illness involving social class, gender, ethnicity, age, role of health professionals • Reference to evidence such as Krause, Graham, Blaxter, Illich, WHO, Dubos, Taylor et al, Williams, d'houtard & Field, Pill & Stott, Calnan, Howlett et al, Prior et al, Helman Any other reasonable point.	17	Ways may be more implicit and presented within the context of an explanation or evidence.
	(b)		**Outline and evaluate the view that mental illness is caused by structural factors in society.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:	33	Interactionist views may be used in a way that supports the view.

Question	Answer	Mark	Guidance
	• Concepts such as inequality, sexism, racism, marginalisation, feminisation of poverty, material disadvantage, patriarchy, social control, social deprivation, social capital, life-course • Studies such as Rogers & Pilgrim, Stansfeld et al, Ross et al, Link & Phelan, Busfield, McLoone, Reading & Reynolds, Lawrence, Brown et al, Virdee, Putnam, Wilkinson, Myers, Chesler • Theories: structuralist explanations, Marxism, some interactionist views could be used in support • Reference to structural factors related to gender, ethnicity, social class and age • Factors including employment patterns, labour conditions in the home, neighbourhood, income, poverty, diet • Candidates may refer to methodological issues. In evaluation (depending on approach taken): • Concepts such labelling, stigma, social construction, social control, over-representation • Studies such as Scheff, Szasz, Goffman, Rosenhan, Barrett & Roberts, Rogers et al, Nazroo, Busfield, • Theories: Interactionist, artefact, cultural, biological/genetic views • Reference to Foucault's views • Reference to gender, ethnicity, age, social class and the interplay between these factors • Reference to the way in which definitions and treatment change over time Any other reasonable response.		

Question			Answer	Mark	Guidance
4	**(a)**		**Identify and explain two ways health professionals work to benefit their own interests.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as status, power, privilege, prestige, social closure, professionalisation, monopoly, social distance, occupational domination, subordination, occupational limitation, exclusion, mystification, gatekeeper, reward for role in maintaining capitalism • Studies such as Friedson, Turner, Jamous & Peloille, Saks, Witz, Millerson • Theories: Weberian views, Neo-Weberian approaches, Marxist views • Role of doctors in relation to other medical professionals • Reference to role of organisations supporting medical professionals such as GMC, BMA • Power of dominant ideology in maintaining the role of medical professionals • Candidates may refer to methodological issues Any other reasonable point.	17	Ways may be more implicit and presented within the context of an explanation or evidence.
	(b)		**Outline and evaluate sociological explanations for patterns of ill health related to social class.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as cultural deprivation, risk behaviour, consumption, norms, values, lifestyle,	33	There are a number of approaches to this question. For example, candidates may construct a debate related to theoretical explanations and/or examine the experience of different social classes.

Question			Answer	Mark	Guidance
			fatalism, victim blaming, material deprivation, culture of inequality, social capital, poverty, inverse care law		
			• Studies such as Annandale & Field, Martin et al, Lobstein, Black Report, Acheson Report, Wadsworth, Illsley, Connelly & Crown, Wilkinson, Graham, Paterson, Doyal & Pennell, Townsend, Coulthard, Shaw, Tudor Hart		
			• Theories: cultural/behavioural, artefact, social selection, structural/materialist explanations		
			• Reference to statistical evidence on diet, smoking, exercise, morbidity and mortality rates		
			• Candidates may refer to methodological issues.		
			In evaluation (depending on approach taken):		
			• Evaluation of the relative merits of different sociological explanations related to ill health and social class		
			• Concepts such as blurred boundaries, cultural relativity, gender differences, sexism, racism, postcode lottery, role of medical professionals, consumer culture		
			• Studies such as Waldron, O'Brien, Annandale, Bernard, Busfield, Shaw, Nazroo		
			• Theories: artefact explanations, postmodern views, feminist views, functionalism, Weberian views		
			• Reference to age, gender and ethnicity and the interplay between them		
			• Candidates may refer to methodological issues		
			Any other reasonable response.		

Question			Answer	Mark	Guidance
5	(a)		**Identify and explain two ways in which churches differ from other religious organisations.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Issues related to membership such as composition in terms of class, gender, ethnicity, age etc, whether inclusive or exclusive membership • Differences related to organisational structure eg churches tend to have a hierarchy of paid officials whereas sects do not • Scale – issues related to size and scope eg churches tend to be national or international whereas sects do not • Relationship to wider society; churches seen to be accepting society's norms and values while sects are often world-rejecting • Relationship with the State; churches seen to identify with the State whereas denominations, cults and sects do not • Demands on members; churches require less commitment than sects • Attitude to other religions; churches claim to have a monopoly on the truth whereas some other religious institutions such as denominations and cults do not • Churches tend to be quite conservative while some sects are seen as more radical • Reference to Weber, Glock, Troeltsch, Niebuhr, Aldridge, Wilson, Barker, Wallis, Drane, Heelas, Brierley, Bruce • Differences related to religious organisations such as denominations, sects, cults, NRMs, NAMs Any other reasonable point.	17	

Question	Answer	Mark	Guidance
(b)	**Outline and evaluate the functionalist view that the role of religion in society is to promote consensus.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such collective conscience, consensus, stability, social solidarity, social integration, organic analogy, conservative force, norms and values, assimilation • Research from Malinowski, Parsons, Durkheim, O'Dea • Theory – functionalism • Dimensions of ethnicity, gender, class – religion maintaining consensus among disadvantaged groups • Candidates may refer to methodological issues. In evaluation: • Concepts such as religious pluralism, religious fundamentalism, liberation theology, 'opium of the people', social control, patriarchal oppression, conflict, force for social change • Studies such as Beckford, Hamilton, Leach, Hook, Maduro • Theories such as Weberianism, Marxism, feminism, post-modern views • Reference to data on decline in religious participation • Dimensions of ethnicity, gender, class etc as challenging the status quo • Religion as divisive eg Northern Ireland • Candidates may refer to methodological issues Any other reasonable response.	33	

Question			Answer	Mark	Guidance
6	(a)		**Identify and explain two ways that religiosity is related to gender.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as social deprivation, marginalisation, oppression, biological differences, patriarchy, malestream, empowerment • Effect of differential socialisation • Reference to differential roles • Role of religion as an agent of socialisation • Women as more religious than men • Reference to women's roles in particular religious organisations such as churches, denominations, NRMs, NAMs • Reference to evidence from feminism, Simone de Beauvoir, Miller and Hoffmann, Greeley, Bruce, Glock and Stark, Daly, El Sadaawi, Badawi, Ahmed, Miller & Hoffmann, Woodhead Any other reasonable point.	17	
	(b)		**Outline and evaluate the view that the increase in religious pluralism is a sign of secularisation.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as spiritual shopper, secularisation, disengagement, societalisation, desacrilisation, disenchantment, televangelism, ethnic defence, cultural transition, holistic milieu	33	

Question	Answer	Mark	Guidance
	• Studies such as Wilson, Berger, Bruce, Giddens, Bauman, Beckford • Theories: postmodernism • Religious pluralism as evidence of the power of religion becoming diluted • Candidates may refer to methodological issues In evaluation; • Concepts such as religious pluralism, televangelism, ethnic defence, resacrilisation, religious revival, holistic milieu, religious fundamentalism, self-spirituality • Research from Martin, Davie, Heelas, Drane, Stark & Bainbridge, Greeley, Nelson • Theories: functionalism, Weberianism, Marxism, neo-Marxism • Reference may be made to the rise of Christian and non-Christian NRMs and relevant examples eg Krishna Conscience, Transcendental Meditation, Scientology, Moonies, Children of God, rise in NAMs • Heightened profile of religion in society, post 9/11 • Reference to data on religious participation • Differentiation in terms of ethnicity, gender, class, age, social class • Problems of measurement • Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark • Candidates may refer to methodological issues Any other reasonable response.		

Question			Answer	Mark	Guidance
7	**(a)**		**Identify and explain two reasons why youth subcultures are important to their members.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as identity, transition, resistance, consumption, bridge, status, cultural comfort zones, bedroom culture, agent of socialisation, cohesion, anomie, social solidarity, belonging, edgework, importance of style, subcultural capital, generation gap, shared norms and values, magical solution, opposition, poverty, marginalisation, racism, sexism, counterculture, neo-tribes, communal ethic, elective sociality • Reference to importance of gender, ethnicity and social class • Reference to evidence such as Katz, Lyng, Roszak, Murdoch & McCron, Brake, Cohen, Sivanandan, Hebdige, McRobbie, Lincoln, Reddington, Thornton, Maffesoli • Reference to particular examples of youth subcultures Any other reasonable point.	17	
	(b)		**Outline and evaluate the view that social class has the greatest impact on pupils' experience of school.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts/issues such as cultural capital, social capital, material deprivation, speech codes, hidden	33	

Question	Answer	Mark	Guidance
	curriculum, reproduction, resistance, labelling, peer pressure, cultural deprivation • Studies by Hargreaves, Lacey, Willis, Bourdieu, Bernstein, Lees, Hatcher, Aggleton, Sullivan, Archer, Mac an Ghaill • Theories: Marxism, neo-Marxism, interactionism • Differences in achievement including references to statistics • Differences in subcultural experiences • Candidates may refer to methodological issues. In evaluation: • Concepts such as gender stereotypes, crisis in masculinity, racism, resistance, hidden curriculum, labelling, social identity, ethnocentric curriculum, school subcultures, cultural navigation, white mask, feminisation of labour market, hybridity • Studies such as Lees, Aggleton, Reay, Mac an Ghaill, Spender, Sharpe, Shain, Mirza, Wright et al, Coard, O'Donnell & Sharpe, Connolly • Theories: postmodernism, feminism • Reference to differential socialisation • Impact of other factors such as gender, ethnicity • Differences in subcultural experiences • Postmodern views on blurring of boundaries • Candidates may refer to methodological issues including critical evaluation of statistics Any other reasonable response.		

Question			Answer	Mark	Guidance
8	(a)		**Identify and explain two ways that youth deviance is related to gender.** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts/issues such as crisis in masculinity, feminisation of labour market, moral panics, labelling and gender stereotypes, edgework, status frustration • Studies by Heidensohn, Sharpe, Campbell, Coward, Burman, Collison, Lyng • Theories such as feminism • The role of girls' social control including socialisation by family, school, media, peers into ideas about love, romance, marriage, motherhood, sexuality etc • Extent of female involvement in delinquent behaviour, rise in girl gangs, ladettes, new femininities • Extent of males' involvement in delinquency • Girls' deviance as under-studied by sociologists • Ways in which female crime is handled differently eg chivalry factor, under-investigated Any other reasonable point.	17	
	(b)		**Outline and evaluate functionalist explanations of the role of youth culture in society.** The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive: • Concepts as such as generation gap, social integration, rite of passage, shared norms and	33	

Question	Answer	Mark	Guidance
	values, homogenous group, prevention of anomie, transitional stage, achieved status, mechanism for coping, consensus, self-regulation • Studies such as Parsons, Eisenstadt, Abrams, Roszak • Theory: functionalism • Role of youth culture in the development of adult personalities • Role of youth culture in the transmission of values • Role of youth culture in the development of identity • Candidates may refer to methodological issues. In evaluation; • Studies such as Thornton, Polhemus, Matza, Miller, Merton, Cohen, CCCS, Hall and Jefferson, Phil Cohen, Hebdige, Clarke, Brake, Beck • Concepts such as status frustration, crisis in masculinity, patriarchy, hybridity, conformism, subterranean values, neo-tribes, malestream, fluidity, supermarket of style, opposition, resistance, spectacular youth subcultures, exaggeration, bricolage, magical solutions, incorporation, subterranean values, risk society • Role of consumerism and youth as a market • Differences in terms of gender, ethnicity and class • Distinction between youth culture and youth subcultures • Conformity of 'ordinary' youth • Candidates may refer to methodological issues Any other reasonable response.		

APPENDIX 1

Part (a) questions
AO1 Knowledge and Understanding

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

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

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

AO2a   Interpretation and Application (13 marks)

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

AO2b   Analysis and Evaluation (10 marks)

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

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