

GCE 2004

June Series



Mark Scheme

Sociology

(Unit SC5W)

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 candidates' 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 candidates' 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 candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from:

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Dr Michael Cresswell Director General

**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC
MARK SCHEMES FOR UNITS 4 AND 5.**

TWO RELATED MARK SCHEMES ARE PROVIDED

Examiners are required to consult and apply the two related mark schemes as follows:

A General Mark scheme made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

A Question Specific Mark scheme made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

Marking

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark scheme and the General Mark scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

GENERAL MARK SCHEME FOR UNITS 4 AND 5**Knowledge and Understanding**

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show a very limited sociological knowledge and understanding.

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show a somewhat limited sociological knowledge and understanding.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar which may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show a reasonably good sociological knowledge and understanding.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response to it, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth, of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

16 - 20 Answers in this band will show a very good sociological knowledge and understanding.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response to it.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

GENERAL MARK SCHEME FOR UNITS 4 AND 5**Identification, Analysis, Interpretation and Evaluation**

- 0** No relevant identification, analysis, interpretation or evaluation.
- 1 - 5** Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be very limited and/or inaccurate. There will be little or no evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation of the question and the material offered in answer to it will be minimal and/or confused. Analysis of arguments and/or methodological issues, if present, will be very limited. Evaluation may be absent or limited to one or two undeveloped examples.

Higher in the band, there will be some limited and undeveloped identification of perspectives, arguments and/or methodological issues, and some evidence of the ability to distinguish between facts, opinions and value judgements. There will be some limited interpretation of the question and/or the material offered in answer to it. Analysis, if present, will be undeveloped and possibly contain inaccuracies. Evaluation may be implicit or confined to one or two critical comments on some aspect of the question or general topic area.

- 6 - 10** Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be broadly accurate, although limited and undeveloped. Attempts to distinguish between facts, opinions and value judgements will show some sociological awareness. Interpretation of the question and the material offered in answer to it will be limited but broadly sociological. Examples may be undeveloped or applied to the general topic area rather than the set question. Analysis of material, if present, will be partial and poorly focused. Evaluation may take the form of a weak juxtaposition and/or brief list of criticisms of a study, concept, perspective or method.

Higher in the band, arguments/perspectives will be accurately identified, and there will be clear evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation will be focused and examples will show some development and be broadly applied to the question set. There will be some, albeit limited and undeveloped, attempt to analyse material. There will be a few explicit points or criticisms raised.

- 11 - 15** Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, there will be some explicit and largely successful attempts to identify and interpret sociological arguments and perspectives. There will be a general awareness of methodological issues. Analysis may remain undeveloped and/or partial. There will be some explicit evaluation, although this may be one-sided and/or undeveloped.

Higher in the band, the use of skills will be more balanced and comprehensive. Sociological arguments, perspectives and methodological issues will be accurately identified and interpreted and examples will be generally applied to the question. Both analysis and evaluation will be explicit, though not necessarily fully developed or comprehensive.

16 - 20 Answers in this band will show very good skills of identification, analysis, interpretation and evaluation, applied to a range of sociological ideas, evidence and issues.

Lower in the band, sociological arguments and perspectives will be, with only very minor exceptions, accurately identified and successfully interpreted to meet the demands of the question. Analysis and evaluation of a wide range of material, including methodological issues, will be thorough, comprehensive and balanced.

Higher in the band, all the skills will be demonstrated in a thorough, accurate and comprehensive manner throughout. There will be clear evidence that identification, interpretation, analysis and evaluation follow a clear rationale and are applied with sensitivity and sophistication. Evaluative comparisons and contrasts may be made between different areas of sociology, and analysis and argument may be applied to wider and possibly more complex issues than those raised by the set question.

SECTION A – THEORY AND METHODS

Answer **all** parts of this Section.

Total for this Section: 20 marks

- | |
|---|
| 1 (a) Identify the research method being used by Goffman in his study of mental hospitals
(Item A) . <i>(2 marks)</i> |
|---|

Two marks for a suitable answer, such as:

- participant observation;
- ethnography;
- qualitative method.

- | |
|--|
| (b) Identify two personal factors that “might affect the outcome of such methodology” (Item B, line 7) . <i>(4 marks)</i> |
|--|

Two marks for each suitable factor identified, such as:

- accent or tone of voice;
- race;
- ethnicity;
- personal mannerisms;
- body language;
- attitudes;
- age;
- gender.

- | |
|---|
| (c) Identify and briefly explain two ways in which researchers like Goffman might guard against being unduly influenced by the people they are studying. <i>(4 marks)</i> |
|---|

One mark for each way or technique, such as:

- limit or control mixing with the group in some way;
- have regular contact with someone outside the group as control or reference point;
- keep contemporaneous records;
- tell someone in the group what you are doing.

One further mark for each suitable explanation, such as:

- By limiting the amount of contact or mixing with the group being studied – eg to only formal settings – some role distancing can be maintained.
- By having regular contact with an outsider, some perspective and objectivity can be maintained to prevent the researcher ‘going native’.

(d) With reference to the **Items** and elsewhere, briefly examine the view that qualitative research methods are too subjective to produce useful sociological research. (10 marks)

0 No relevant points.

1 - 3 Answers in this band will have only limited success in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made on sociological research methods in general. Alternatively there may be a tendency to recycle material from the Items without identifying specific points or analysing possible explanations.

Higher in the band, one or two factors related to qualitative methods in general may be mentioned with some limited attempt to address the question. Evaluation will be limited or non-existent. Understanding will be partial.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

4 - 7 Answers in this band will be reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Answers will show a reasonable knowledge and understanding.

Lower in the band this may be confined to a competent if basic account, for example listing a number of advantages and/or disadvantages of qualitative methods. Some limited explicit evaluation may be offered.

Higher in the band answers will be more developed. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material. There may still be a tendency to present the material in a rather list-like manner, for example briefly listing views from a number of different authors or studies. Knowledge and understanding may extend to an awareness of some theoretical aspects but these are likely to be undeveloped.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

8 - 10 Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and/or evaluation will be explicit and relevant. Sociological knowledge will be more detailed, showing an understanding of a range of sociological material, drawn from the Items and elsewhere.

Lower in the band, interpretation may be less selective or analysis/evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and analysis/evaluation may be more thorough, developed and explicit.

Answers will need to address the central issues of the question, such as the strengths of qualitative research and the debate over subjectivity and objectivity in research. Issues of reliability, validity and value freedom are likely to be discussed. Most answers may take as a starting point the practical issues for research, but may then go on to theoretical aspects. Whilst some awareness of theoretical and practical issues should be expected to get to the top of the band, full marks are possible for an answer with the focus significantly more on one aspect than the other.

Spelling, punctuation and grammar will be of a good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

SECTION B – THEORY AND METHODS

Answer **one** question from this Section.

Total for this Section: 40 marks

- | |
|--|
| <p>2 “Every sociological perspective has its limitations. However, some are more useful than others for understanding society.”</p> |
|--|

Assess this view.

(40 marks)

Knowledge and Understanding

0 No knowledge or understanding relevant to the set question.

1 - 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of sociological perspectives and/or research rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account or knowledge of sociological perspectives or of society in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about sociology, or
- some flawed material about theoretical perspectives.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief, but mainly accurate list of issues from one or two substantive areas with limited reference to perspectives or research;
- flawed accounts of one or two studies illustrating different perspectives and/or methods.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- descriptive and mainly accurate lists of issues from some substantive areas with limited reference to perspectives, or
- somewhat limited accounts of contrasting perspectives – eg of Marxism and functionalism, or
- outlines of two or three studies illustrating different perspectives but focused more on the topic area than the question set.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more developed lists of issues from some substantive areas explained from different perspectives, or
- more accurate and developed descriptions of a range of perspectives with some explicit linkage to the question – eg Marxism, feminism, functionalism, or
- fuller and more accurate descriptions of studies from different perspectives but with limited explicit focus on the question set.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- extensive lists of issues from a range of substantive areas explained from different perspectives, or
- more developed accounts of perspectives with clearer explicit linkage to the question, or
- increasingly detailed and referenced accounts of studies illustrating different perspectives but with relevance to the question still largely implicit.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- extensive and detailed lists of issues from a range of substantive areas explained from different perspectives, or
- more developed accounts of perspectives clearly focused on the set question and with some linked empirical evidence, or

- increasingly detailed and referenced accounts of studies illustrating different perspectives and with clear and focused relevance to the question.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate on the application of perspectives to society will be made explicit.

At this level possible answers might include, in addition to the points above:

- the complex nature of sociological thought and of the perspectives;
- greater understanding of wider political aspects of the debates;
- greater awareness of the unevenness of many perspectives in their ability satisfactorily to offer explanations of sociological issues.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Durkheim, Comte, Weber, Becker, Goffman, Firestone, Oakley, Elias, Kuhn, Garfinkel, Giddens, Althusser, Merton, Parsons, McRobbie, Baudrillard, Lyotard, Foucault, Murray, Marsland.

- 3** Evaluate the view that sociological arguments and research findings generally have little influence on the social policies of governments. (40 marks)

Knowledge and Understanding

- 0** No knowledge or understanding relevant to the set question.
- 1 - 5** Answers in this band will show a very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of sociology rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge of sociology in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about sociology, or
- some flawed material from substantive areas illustrating one or more social policies.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

- 6 - 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to sociological research from a substantive area, or
- flawed accounts of one or two social policies illustrating the influence of sociology.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- a fuller list of factors related to one or more substantive areas, possibly crime, education or poverty with limited application to social policies, or
- descriptive lists of social policies with mainly implicit relevance to the question, or
- a simple juxtaposition of two perspectives, possibly functionalism and feminism, illustrating differences in views on social issues.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- a fuller list of factors related to one or more substantive areas with the application to social policies made more explicit, or
- a wider range of social policies with more explicit reference to the question, or
- a more developed consideration of perspectives illustrating differences in views on social issues and policies.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- understanding of a range of relevant arguments and findings, not all dealt with to the same depth but with a clearer focus on social policy issues, or
- increasingly detailed and referenced accounts of social policies illustrating the relationship between policy issues and sociology, or
- a wider range of examples from substantive areas linked to policy issues but with a fairly limited theoretical structure.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- detailed and referenced accounts of social policies illustrating the relationship between policy issues and sociology, or
- understanding of a range of relevant arguments and findings, dealt with in a more balanced manner and with a clearer focus on social policy issues.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of debates on research and its application to policy made explicit.

At this level possible answers might include, in addition to the points above:

- greater awareness of the political and economic dimensions to the debate;
- greater understanding of the complexity of processes within policy formation;
- greater understanding of the ideological influences within the debate.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones; sources referred to may vary depending on the substantive area from which the candidate draws the material, but could include: Durkheim, Marx, Weber, Soros, Giddens, Hutton, Marsland, Baudrillard, Lyotard, Oakley, Firestone, Bauman, Townsend, Field, Rex, Rowbotham, Alcock, JWB Douglas, Mishra.