



General Certificate of Education June 2011

Sociology **2191**

SCLY4 **Crime and Deviance with Theory
and Methods;
Stratification and Differentiation
with Theory and Methods**

Unit 4

<i>Mark Scheme</i>

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.

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QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

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

The assessment criteria for quality of written communication apply to the assessment of the questions indicated below. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

Questions

0	2
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 and

0	8
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In the 1 – 7 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 8 – 15 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. 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.

In the 16 – 21 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Meaning will be clear throughout.

Questions

0	4
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1	1
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In the 1 – 5 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 6 – 11 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas, and the competent use of a reasonable range of conceptual terms. 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.

In the 12 – 15 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Meaning will be clear throughout.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research referred to in the highest mark band of the 12-, 21-, and 33-mark questions may be present in any of the mark bands, not solely the highest band.

Section A: Crime and Deviance with Theory and Methods

Total for this section: 90 marks

0	1
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Examine the effectiveness of crime prevention strategies in reducing crime.

(12 marks)

0 No relevant points.

1 – 4 Answers in this band will show limited knowledge and understanding and will have only limited success in interpreting, applying, analysing and evaluating material.

Lower in the band, one or two inconsequential quasi-sociological points may be made about crime prevention, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for example about curfews.

5 – 9 Answers in this band will show reasonable knowledge and understanding and will have some success in interpreting, applying, analysing and evaluating material.

Lower in the band, answers will identify accurately a limited number of relevant points, eg about environmental crime prevention, and will tend to list descriptively rather than analyse or evaluate the material presented. Some of the material may not be interpreted and applied appropriately to the specific demands of the question, eg recounting the causes of crime.

Higher in the band, answers will consider a wider range of material and/or show a greater tendency to discuss rather than list points. Most material will be interpreted and applied in ways appropriate to the question. However, some aspects may not be adequately focused. There may be some limited explicit analysis and/or evaluation, eg comparing or contrasting different types of crime prevention or different sociological views.

10 – 12 Answers in this band will show sound, conceptually detailed knowledge and understanding and will be largely successful in interpreting, applying, analysing and evaluating material.

Material will be interpreted and applied appropriately to examine two or more strategies for crime prevention. Concepts and issues such as the following may feature: zero tolerance policies; situational crime prevention; target hardening; gated communities; environmental crime prevention; CCTV; curfew and dispersal orders; street-drinking bans; New Labour policy; age; gender; ethnicity; social class; left realism; right realism; rational choice theory. However, not all of these are necessary, even for full marks. Analysis and/or evaluation will be relevant and explicit. Sources may include: Wilson and Kelling; Clark; Felson; Chaiken; Lea and Young; Mayhew; Jones; Perry pre-school project.

0 2

Using material from **Item A** and elsewhere, assess different Marxist views of the relationship between crime and social class. (21 marks)

0 No relevant points.

1 – 7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, there may be one or two inconsequential quasi-sociological points about social class, with little understanding of relevant issues or some material ineffectually recycled from the Item.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study on crime and social class. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8 – 15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a Marxist study of crime and social class, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with one or more Marxist views of crime and social class. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of Marxism from a functionalist perspective.

16 – 21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on different Marxist views of crime and social class, drawn from Item A and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

These answers will deal with two or more Marxist views. Concepts and issues such as the following may appear: white-collar crime; corporate crime; financial crime; street crime; stop and search; criminogenic capitalism; consumerism; selective law enforcement; subcultures; relative deprivation; marginalisation; crime as resistance; moral panics; law creation; ideology; bulimic society. Evaluation may be developed, for example by locating the discussion within a debate between perspectives, or considering relevant methodological issues. Sources may include: Slapper and Tombs; Box; Taylor; Walton and Young; Gilroy; Hall; Lea and Young.

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

Higher in the band, application and interpretation may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

0 3

Identify and briefly explain **one** problem of using questionnaires to investigate corporate crime. (3 marks)

One mark for **one** appropriate problem identified, such as:

- questions may not be understood by respondents
- respondents' lack of knowledge of the crime
- respondent may lie.

Two further marks for a satisfactory explanation, such as:

- Questions may not be understood by respondents: the problems of definition of corporate crime may mean that respondents may not understand questions which relate to whether this crime is occurring.
- Respondents' lack of knowledge of the crime: the complex nature of corporate crime may mean that those who respond to the questionnaire within an organisation may not be the ones who have any knowledge of criminal activities taking place.
- Respondent may lie: despite the potential anonymity of a questionnaire, the nature of the topic and the link to employment may mean that those who have knowledge of crimes are still unlikely to be honest in the questionnaire.

One mark only for a partially satisfactory answer.

0 4

Identify and briefly explain **two** problems of using experiments to investigate the relationship between the mass media and juvenile delinquency. (6 marks)

One mark for each of **two** appropriate problems identified, such as:

- delinquency is difficult to measure
- potential artificiality of the research
- problem of identifying a control group
- harm to participants.

Two further marks for each of these satisfactorily explained, such as:

- Delinquency is difficult to measure: the complex nature of juvenile delinquency means it is difficult to measure a cause and effect relationship with mass media. Delinquency may be hard to operationalise.
- Potential artificiality of the research: the experiment may be carried out on individuals but this will not reflect the true nature of juvenile delinquency which is often a group activity.
- Problem of identifying a control group: the complex and varying degree of delinquency will create problems for a researcher in identifying a non-delinquent control group.
- Harm to participants: the purpose of the research may be to encourage juvenile delinquency. If successful this will cause harm to the subject by encouraging their own delinquent behaviour.

One mark only for each of **two** partially satisfactory answers.

0 5

Using material from **Item B** and elsewhere, assess the strengths and limitations of using unstructured interviews to investigate domestic violence. (15 marks)

*This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **crime and deviance**.*

0 No relevant points.

1 – 5 Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item B, or some knowledge relating solely to the issue of domestic violence with little or no reference to unstructured interviews.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about unstructured interviews. Analysis and evaluation will be very limited or non-existent.

6 – 11 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of unstructured interviews. However, application to the study of crime and deviance or to the issue in the question will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of unstructured interviews and somewhat more successful application of this knowledge to the study of the particular issue of domestic violence. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- applying unstructured interviews to the study of crime in general, not to the specifics of studying domestic violence, or
- specific but undeveloped application to domestic violence, or
- a focus on the research characteristics of police, victims or perpetrators of domestic violence with implicit links to some features of unstructured interviews.

There will be some limited explicit analysis and/or evaluation.

12 – 15 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the specified method. This will be accurately and sensitively interpreted and applied to the demands of the question.

Lower in the band, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application may be more fully focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Candidates will apply a range of relevant strengths and limitations of using unstructured interviews, to research issues relating to domestic violence. These may include some of the following, though answers do not need to include all of these, even for full marks:

Strengths and limitations of the method: validity, reliability, representativeness, generalisation, theoretical perspective, grounded theory, interviews as interaction situations, interpretation of meaning, cost, time, scale, response rate, flexibility, ethics of researching sensitive subjects, privacy, informed consent, post-research effects on interviewees.

Research characteristics and issues: overcoming victim's reluctance to talk; their relationship to offender; the domestic setting; repressing the memory of victimisation; unawareness of being victimised; particular problems of interviewing child victims; dealing with traumatised interviewees; ethics of 'guilty knowledge' acquired in interviews; reaction of agents of social control; lack of acknowledgement of guilt by perpetrators; 'private' nature of crimes etc.

Note In any mark band, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0 6

'Sociology can be value-free and should be value-free.'

To what extent do sociological arguments and evidence support this claim? (33 marks)

AO1: Knowledge and Understanding

(15 marks)

0 No relevant knowledge or understanding.

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

Lower in the band, there will be one or two basic quasi-sociological points about methods, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two brief points about sociological research or
- some flawed material from different theoretical perspectives.

Higher in the band, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

At this level answers might include:

- thin accounts of problems of differing research methods or
- a brief list of practical points related to sociological research and bias or
- some disjointed but basically accurate material from one or more perspective(s) or
- a list of points about science and/or scientificity.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question. Some answers may say little or nothing about value freedom, instead focusing on choice of method(s).

At this level answers might include:

- limited descriptive accounts of one or two methods or
- somewhat limited lists of ways in which research could be value-free or
- a more extensive list of practical points related to sociological research or
- more coherent and accurate material from one or more perspective(s) but lacking detail on the implications for value freedom or
- an outline of the positivist/anti-positivist debate with the question left largely implicit.

Higher in the band, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, these may still contain some unfocused material on theory and methods in general.

At this level answers might include:

- accounts showing broader knowledge that amass descriptions of potentially relevant empirical and/or theoretical material, eg a more substantial list of aspects of value freedom or
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues, eg locating the discussion in a positivist/interpretivist framework or
- a more extensive list of points related to the practicalities of doing sociological research (ie with a focus on 'can sociology be value free', probably indicating where values influence some aspects) and with a limited theoretical structure or
- coherent and broadly accurate material from two or more perspectives, such as feminism and the New Right, but with only limited development on value freedom or
- an account of the positivist/anti-positivist debate with limited references to the question and the focus more on sociology as a science.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues surrounding value freedom and objectivity. These may include: positivist vs interpretivist debate; quantitative and qualitative data; scientific method; reliability; validity; objectivity and value freedom; postmodernism; etc.

NB Answers do not need to include all of the above, even to score full marks.

Lower in the band, answers will show both breadth and depth of knowledge of theoretical and empirical material on value-freedom, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

At this level answers might include:

- conceptually detailed, accurate accounts of whether sociology can and should be value-free but with more limited consideration of difficulties of remaining objective
- conceptually detailed, accurate accounts of the problems of remaining objective but with limited consideration of the possibilities of value freedom in research.

At this level possible answers might also include:

- increasingly full, accurate and wider accounts of sociological research with a focus on both the 'can' and 'should' sociology be value free and with a clear theoretical structure

- coherent and accurate material from a range of perspectives and with terms and concepts such as objectivity, subjectivity, value-laden, value-freedom and validity understood and discussed
- detailed and/or referenced accounts of the positivist/anti-positivist debates with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

At this level answers might include:

- greater knowledge of the debate surrounding value-freedom and its possibility within sociology
- greater understanding of the link between theory and method in the debate surrounding value freedom.

At this level possible answers might also include some of the following:

- greater understanding of the ideological issues in sociological debates
- greater understanding of the pragmatic nature of many research decisions
- greater understanding of the context of the debates in the development of sociology.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Comte; Becker; Durkheim; Gouldner; Kuhn; Marx; Popper; Weber; Mouzelis.

Note Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry and the core themes (socialisation culture and identity, and social differentiation, power and stratification).

Note: refer to General Mark Scheme for AO2 marks.

Section B: Stratification and Differentiation with Theory and Methods

Total for this section: 90 marks

0	7
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Examine some of the patterns of social mobility in the United Kingdom over the last 30 years or so. <i>(12 marks)</i>
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0 No relevant points.

1 – 4 Answers in this band will show limited knowledge and understanding and will have only limited success in interpreting, applying, analysing and evaluating material.

Lower in the band, one or two inconsequential quasi-sociological points may be made about class, for example, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for example about social mobility in general.

5 – 9 Answers in this band will show reasonable knowledge and understanding and will have some success in interpreting, applying, analysing and evaluating material.

Lower in the band, answers will identify accurately a limited number of relevant aspects of the patterns of social mobility in the last 30 years or so, and will tend to list descriptively rather than analyse or evaluate the material presented. Some of the material may not be interpreted and applied appropriately to the specific demands of the question, for example, recounting studies on social class without linking these to the question.

Higher in the band, answers will consider a wider range of aspects of the question and/or show a greater tendency to discuss rather than list points. Most material will be interpreted and applied in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, for example, of problems of measuring mobility.

10 – 12 Answers in this band will show sound knowledge and understanding and will be largely successful in interpreting, applying, analysing and evaluating material.

Material will be interpreted and applied appropriately to examine the patterns of social mobility. Material will be appropriately interpreted and applied. Concepts and issues such as the following may feature: closed societies; open societies; ascribed status; achieved status; absolute mobility; relative mobility; intergenerational mobility; intragenerational mobility; social closure; education; gender; unit of analysis; employment patterns etc. However, not all of these are necessary, even for full marks.

Analysis and/or evaluation will be relevant and explicit, eg by locating the discussion within a theoretical debate, eg between New Right and feminist views. Sources may include: Glass; Goldthorpe; Kellner and Wilby; Saunders; Ferguson; Smart; McKenny etc.

0 8

Using material from **Item C** and elsewhere, assess sociological explanations of gender differences in life chances. *(21 marks)*

0 No relevant points.

1 – 7 In this band, interpretation, application, analysis and evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, there may be one or two inconsequential quasi-sociological points about gender, with little understanding of relevant issues or some material ineffectually recycled from the Item.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example an insubstantial account of a potentially relevant study, for example Oakley. Interpretation of material may be simplistic and/or its application may be at a tangent to the question.

8 – 15 In this band, there will be some appropriate interpretation and application, and some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a couple of ways in which gender can affect life chances, though application and interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with gender and its impact on life chances. Material will be accurately interpreted but the relevance of its application may not always be made explicit. There will be some limited analysis and/or evaluation, for instance between differing branches of feminism.

16 – 21 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on gender and life chances drawn from Item C and elsewhere. This will be accurately interpreted and sensitively applied to meet the demands of the question.

Concepts and issues such as the following may appear: glass ceiling; vertical segregation; horizontal segregation; social class; education; feminisation of education/employment; lifestyle; reserve army of labour; equal opportunities; patriarchy; domestic labour; child-bearing; child-rearing; human capital; etc. Evaluation may be developed, eg by locating the discussion within a debate between perspectives (different branches of feminism; functionalist; New Right; Marxist etc). Sources may include: Goldthorpe; Parsons; Sloane; Witz; Beechey; Stanko; Walby; Marx; Westergaard and Resler etc.

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

Higher in the band, application and interpretation may be more focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

0 9

Identify and briefly explain **one** problem of using official statistics to investigate social class. (3 marks)

One mark for **one** appropriate problem identified, such as:

- definitions used by government may differ from those used by sociologists
- official statistics are based on an objective definition
- definitions of social class change over time.

Two further marks for each of these satisfactorily explained, such as:

- Definitions used by government may differ from those used by sociologists: governments focus on occupational classification whereas sociologists may be interested in a wider range of factors such as life experiences and life chances.
- Official statistics are based on an objective definition: this is not capable of capturing the subjective nature and definition of social class.
- Definitions of social class change over time: this makes it difficult to investigate changes and trends over time as statistics will not be comparable.

One mark only for a partially satisfactory answer.

1 0

Identify and briefly explain **two** advantages of using official statistics to investigate social class. (6 marks)

One mark for each of **two** appropriate advantages identified, such as:

- large scale research is possible
- official definitions have changed over time
- lack of bias
- official statistics use occupation as the basis for their classification.

Two further marks for a satisfactory explanation, such as:

- Large scale research is possible: social class is a concept of great scale; the use of official statistics give the most comprehensive data as the census should include all members of society.
- Official definitions have changed over time: this is good because it reflects the real changes in the changing nature of class due to changes in the occupational structure over time.
- Lack of bias: statistics are objective and prevent incorrect subjective classification of occupational class.
- Official statistics use occupation as the basis for their classification: this is good because occupation is a good indicator of important life chances such as income, health, education and housing.

One mark only for each of **two** partially satisfactory answers.

1 1

Using material from **Item D** and elsewhere, assess the strengths and limitations of using participant observation as a means of investigating the experience of old age.
(15 marks)

*This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **stratification and differentiation**.*

0 No relevant points.

1 – 5 Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from the Item or some knowledge relating solely to the issue of the experience of old age with very little or no reference to observation.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about observation. Analysis and evaluation will be very limited or non-existent.

6 – 11 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of observation. However, application to the study of stratification and differentiation or to the issue in the question will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of observation and somewhat more successful application of this knowledge to the study of the particular issue of the experience of old age. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- applying observation to the study of stratification and differentiation in general, not to the specifics of studying older people or
- specific but undeveloped application to older people, or
- a focus on the research characteristics of older people with implicit links to some features of observation.

There will be some limited explicit analysis and/or evaluation.

12 – 15 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the specified method. This will be accurately and sensitively interpreted and applied to the demands of the question.

Lower in the band, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application may be more fully focused and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Candidates will apply a range of relevant strengths and limitations of using observation, to research issues relating to life experience of older people. These may include some of the following, though answers do not need to include all of these, even for full marks:

Strengths and limitations of the method: validity; reliability; representativeness; generalisation; theoretical perspective; qualitative data; interpretation of meanings; getting in, staying in, getting out; insight; access; flexibility; Hawthorne effect; subjectivity; bias; trust; confidentiality; time; etc.

Research characteristics and issues: mobility issues; health issues; sensitivity of topic; self-perception; impact of social class; impact of ethnicity; impact of gender; age differences between researcher and subject; dependency on others; physical impairment; relationship with family; social networks; stereotypes; institutional settings.

Note In any band, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

1 2

‘Sociology can be value-free and should be value-free.’

To what extent do sociological arguments and evidence support this claim? (33 marks)

AO1: Knowledge and Understanding**(15 marks)****0** No relevant knowledge or understanding.**1 – 5** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, there will be one or two basic quasi-sociological points about methods, with major errors and showing minimal understanding of the question or the material presented.

At this level answers might include:

- one or two brief points about sociological research or
- some flawed material from different theoretical perspectives.

Higher in the band, there will be a few brief, superficial sociological points, possibly with significant errors or misunderstandings.

At this level answers might include:

- thin accounts of problems of differing research methods or
- a brief list of practical points related to sociological research and bias or
- some disjointed but basically accurate material from one or more perspective(s) or
- a list of points about science and/or scientificity.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show descriptive knowledge of a somewhat limited range of material, or a more conceptually detailed account of a narrow range of material. Knowledge of the material may be greater than understanding of its significance to the question. Some answers may say little or nothing about value freedom, instead focusing on choice of method(s).

At this level answers might include:

- limited descriptive accounts of one or two methods or
- somewhat limited lists of ways in which research could be value-free or
- a more extensive list of practical points related to sociological research or
- more coherent and accurate material from one or more perspective(s) but lacking detail on the implications for value freedom or
- an outline of the positivist/anti-positivist debate with the question left largely implicit.

Higher in the band, knowledge will be somewhat broader and/or deeper and there will be a somewhat more focused understanding of the question. However, these may still contain some unfocused material on theory and methods in general.

At this level answers might include:

- accounts showing broader knowledge that amass descriptions of potentially relevant empirical and/or theoretical material, eg a more substantial list of aspects of value freedom or
- narrower but more conceptually based accounts with a somewhat greater understanding of the theoretical and/or methodological issues, eg locating the discussion in a positivist/interpretivist framework or
- a more extensive list of points related to the practicalities of doing sociological research (ie with a focus on 'can sociology be value free', probably indicating where values influence some aspects) and with a limited theoretical structure or
- coherent and broadly accurate material from two or more perspectives, such as feminism and the New Right, but with only limited development on value freedom or
- an account of the positivist/anti-positivist debate with limited references to the question and the focus more on sociology as a science.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

They will show a clear understanding of relevant debates and issues surrounding value freedom and objectivity. These may include: positivist vs interpretivist debate; quantitative and qualitative data; scientific method; reliability; validity; objectivity and value freedom; postmodernism; etc.

NB Answers do not need to include all of the above, even to score full marks.

Lower in the band, answers will show both breadth and depth of knowledge of theoretical and empirical material on value-freedom, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise. However, some significant aspects may be neglected or given limited attention.

At this level answers might include:

- conceptually detailed, accurate accounts of whether sociology can and should be value-free but with more limited consideration of difficulties of remaining objective
- conceptually detailed, accurate accounts of the problems of remaining objective but with limited consideration of the possibilities of value freedom in research.

At this level possible answers might also include:

- increasingly full, accurate and wider accounts of sociological research with a focus on both the 'can' and 'should' sociology be value free and with a clear theoretical structure

- coherent and accurate material from a range of perspectives and with terms and concepts such as objectivity, subjectivity, value-laden, value-freedom and validity understood and discussed
- detailed and/or referenced accounts of the positivist/anti-positivist debates with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

At this level answers might include:

- greater knowledge of the debate surrounding value-freedom and its possibility within sociology
- greater understanding of the link between theory and method in the debate surrounding value freedom.

At this level possible answers might also include some of the following:

- greater understanding of the ideological issues in sociological debates
- greater understanding of the pragmatic nature of many research decisions
- greater understanding of the context of the debates in the development of sociology.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Comte; Becker; Durkheim; Gouldner; Kuhn; Marx; Popper; Weber; Mouzelis.

Note Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry and the core themes (socialisation culture and identity, and social differentiation, power and stratification).

Note: refer to General Mark Scheme for AO2 marks.

General Mark Scheme

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, the answer will be quasi-commonsensical rather than based on sociological knowledge. There will be little evidence that the candidate has understood either the question or any sociological material offered in response to it.

Higher in the band, answers will make a few brief, isolated, superficial sociological points on the topic area, possibly with errors. Candidates' understanding of both the set question and the material presented in response to it will be marginally more explicit and more sociological; however, answers may still contain serious misunderstandings.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, answers will either show a descriptive knowledge of a somewhat limited range of material, or will present a more conceptually detailed account of a narrow range of material. Knowledge of the material presented may be greater than understanding of the issues raised by the question, and this may be reflected in a tendency to present material on the general topic area rather than on the set question.

Higher in the band, answers will show a somewhat broader and/or deeper knowledge, for example by including both theoretical and empirical material or a wider range of sources, and a somewhat more focused understanding of the set question. However, much of the material presented may still be on the topic area in general.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, answers will show both breadth and depth of knowledge of relevant theoretical and empirical material, although with some imbalances or shortcomings. They will show a sound understanding of important aspects of the question and of the issues that these raise; however, some significant aspects may be neglected or given limited attention.

Higher in the band, answers will show a thorough, accurate and conceptually detailed knowledge of a wide range of empirical and theoretical material on the set question and a sophisticated understanding of the question and of the issues that it raises.

AO2 (a): Interpretation and Application**(9 marks)**

0 No interpretation or application skills shown.

1 – 3 Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context.

4 – 6 Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly sociological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

Lower in the band, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

7 – 9 Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

AO2 (b): Analysis and Evaluation**(9 marks)**

0 No relevant analysis or evaluation.

1 – 3 Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

Lower in the band, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

4 – 6 Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

Lower in the band, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

7 – 9 Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

Lower in the band, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods, etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 4 (SCLY4)**Examination Series: June 2011****Crime and Deviance**

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
0 1	6	6	12
0 2	9	12	21
Sub-Total	15	18	33

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
0 3	1	2	3
0 4	2	4	6
0 5	6	9	15
Sub-Total	9	15	24

	ASSESSMENT OBJECTIVES			
Question	AO1	AO2		Total
<div><div>0</div><div>6</div></div>	15	*(a)	*(b)	33
		9	9	
Sub-Total	15	18		33

Total	39	51	90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Stratification and Differentiation

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
0 7	6	6	12
0 8	9	12	21
Sub-Total	15	18	33

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
0 9	1	2	3
1 0	2	4	6
1 1	6	9	15
Sub-Total	9	15	24

ASSESSMENT OBJECTIVES			
Question	AO1	AO2	Total
1 2	15	*(a)	33
		9	
Sub-Total	15	18	33

Total	39	51	90
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

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