

GCE 2004

June Series



Mark Scheme

Sociology

(Unit SCY1)

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:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General

Choose **one** Section and answer **all** parts of the question from that Section.

SECTION A - FAMILIES AND HOUSEHOLDS

1

Total for this Section: 60 marks

(a) Explain what is meant by the “gender division of labour” in the family (**Item B**, line 4).
(2 marks)

Two marks for an appropriate explanation or definition, such as:

- husbands and wives have different roles/tasks;
- husband is breadwinner, wife homemaker.

(b) Suggest **two** ways in which differences between childhood and adulthood may be “becoming blurred” (**Item A**, line 11).
(4 marks)

Two marks for each of two appropriate factors, such as:

- children now have more rights than formerly;
- increasingly similar leisure pursuits (‘family entertainment’);
- increasingly similar dress;
- shortening of childhood in some respects (lowering of voting age/age of majority);
- mass media have equalised access to knowledge, so don’t need adult literacy skills.

(c) Suggest **three** ways in which childhood may **not** be “a specially protected and privileged time of life” (**Item A**, line 5).
(6 marks)

Two marks for each of three appropriate reasons, such as:

- child abuse and neglect;
- child poverty;
- child labour;
- effects of divorce;
- fewer legal rights than adults;
- restrictions on movement and independence;
- exposure to media sex, violence, etc.

(d) Identify and briefly explain **two** reasons for the emergence of the modern notion of childhood (**Item A**, lines 1 – 2).
(8 marks)

Two marks for each of two appropriate reasons identified, such as:

- compulsory schooling;
- laws excluding children from paid work;
- decline of the family as a unit of production;
- fall in the infant mortality/birth rate;
- greater family affluence.

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

- laws excluding children from paid work: because they are unable to participate in paid work, children are made economically dependent on adults; **or** as a result of campaigns by philanthropists to protect children;
- greater family affluence: rising living standards enable parents to support children through a prolonged period of economic dependency.

(e) Examine the effects of industrialisation on the structure of the family.	(20 marks)
--	------------

0 No relevant points.

1 - 7 Answers in this band will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about industry, with little understanding of relevant issues. Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the extended family. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of conjugal roles. Analysis will be very limited or non-existent.

In this 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.

8 - 15 Answers in this band will show reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of aspects of Parsons. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on the symmetrical family.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of views of the relationship between industrialisation and family structure. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of Parsons' 'fit' thesis. However, this is **not** a requirement, even to reach the top of the band.

In this 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.

16 - 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the family and industrialisation. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Concepts and issues such as the 'functional fit' thesis, pre-industrial family and household structures, exchange theory, classic and other forms of extended family, cross-cultural comparisons, class differences etc may appear. Sources may include Arensberg and Kimball, Parsons, Goode, Willmott and Young, Laslett, Anderson, Hareven etc.

Lower in the band, answers may examine a more limited range of material. Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

In this 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

- (f) Assess the view that, despite recent changes in family life, “the conventional nuclear family remains the norm” for families and households in Britain today (**Item B**, lines 7 – 8). (20 marks)

0 No relevant points.

1 - 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about families, or material ineffectually recycled from Item B with little understanding of relevant issues. Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about lone parents. Interpretation of material may be simplistic or at a tangent to the question.

In this 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.

8 - 15 In this band there will be 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 some types of diversity, though 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 may begin to deal explicitly with the normality of the conventional family and to make limited use of the Item (eg to discuss trends in family life). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation, for instance of the New Right view of diversity.

In this 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.

16 - 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on family types, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as women’s paid employment; marriage, cohabitation and divorce trends; births outside marriage; one person households; same sex relationships; ethnic diversity; conjugal role relationships; patriarchy; familial ideology; life cycle/life course analysis; risk society; individualism etc may appear. Evaluation may raise issues about how to measure the ‘norm’, diversity vs. deviance interpretations of family change, etc. Sources may include feminist, postmodernist, functionalist, New Right, Chester, the Rapoports, Morgan, Stacey, Giddens, Beck, etc.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like. Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In this 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

SECTION B - HEALTH

2**Total for this Section: 60 marks**

(a) Explain what is meant by the “inverse care law” (Item A , line 9).	<i>(2 marks)</i>
--	------------------

Two marks for an appropriate explanation or definition, such as: those who are in need of most care receive least care.

(b) Suggest two examples of “preventative services” apart from routine medical check-ups (Item A , lines 7 – 8).	<i>(4 marks)</i>
--	------------------

Two marks for each of two appropriate services, such as:

- immunisation;
- eye tests;
- ‘quit smoking’ programmes;
- screening services for early signs of specific conditions;
- dental check-ups;
- health promotion campaigns.

(c) Suggest three reasons why working-class people may have “higher levels of ill health” than middle-class people (Item A , lines 2 – 3).	<i>(6 marks)</i>
---	------------------

Two marks for each of three appropriate reasons, such as differences in:

- diet;
- smoking;
- exercise;
- income;
- unemployment;
- environmental pollution;
- housing;
- differential access to health care;
- the nature of work.

(d) Identify and briefly explain two reasons for class differences in the amount of time that patients spend in consultations with GPs.	<i>(8 marks)</i>
--	------------------

Two marks for each of two appropriate reasons identified, such as:

- middle class are elaborated code users;
- GPs are more familiar with their middle-class patients;
- middle class are more confident;
- middle class have more knowledge.

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

- Middle class are elaborated code users, and so are able to express themselves more fully and at greater length than restricted code users.

- GPs are more familiar with their middle-class patients (eg more likely to know their names), so GP's input to the consultation may take longer (eg recalling patient history, general social interaction).
- Middle class are more confident – as social equals of the GP, they are less deferential and more willing to take the doctor's time.
- Middle class have more knowledge – of medicine, workings of the NHS etc, so they have more incentive to spend time negotiating rather than simply accept the GP's solutions.

(e) Examine reasons for gender differences in health chances and health care. (20 marks)

0 No relevant points.

1 - 7 Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensual points about health, with little understanding of relevant issues. Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about women's health. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of class inequalities. Analysis will be very limited or non-existent.

In this 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.

8 - 15 Answers in this band will show reasonable knowledge and understanding. Lower in the band, this may be confined to a competent if basic account, for example of aspects of gender and health chances. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on other inequalities.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of an explanation of gender differences in health. However, this is **not** a requirement, even to reach the top of the band.

In this 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.

16 - 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on gender and health. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Candidates will consider both chances and care (though not necessarily equally). Concepts and issues such as rates of morbidity, mortality and consultation; men and women both as recipients and as providers of care; formal and informal care; medicalisation of childbirth; mental health; patriarchy; cultural, structural and biological explanations of health inequalities, etc may appear.

Lower in the band, answers may examine a more limited range of material. Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

In this 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

(f) Using material from **Item B** and elsewhere, assess the view that mental illness is the result of labelling by the medical profession. (20 marks)

0 No relevant points.

1 - 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about mental illness, or material ineffectually recycled from Item B with little understanding of relevant issues. Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about social factors and mental illness. Interpretation of material may be simplistic or at a tangent to the question.

In this 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.

8 - 15 In this band there will be 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 relevant study of mental illness, though 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 may begin to deal explicitly with the role of the medical profession and to make limited use of the Item (eg to discuss different patient responses). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation, for instance of labelling as against structural factors.

In this 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.

16 - 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on mental illness, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as identity, the self-fulfilling prophecy, master status, secondary deviation, determinism, institutionalisation, ethnocentrism, patriarchy etc may appear. Evaluation may raise issues about the relative importance of labelling and structural factors, the source of medical power to label etc. Sources may include Becker, Lemert, Laing, Szasz, Goffman, Rosenhan, Braginski and Braginski, Foucault, Sedgwick, Littlemore and Liversedge etc.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like. Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In this 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

SECTION C - MASS MEDIA

3**Total for this Section: 60 marks**

(a) Explain what is meant by “news values” (Item A , line 11).	<i>(2 marks)</i>
--	------------------

Two marks for an appropriate explanation or definition, such as: the values by which journalists/media personnel judge whether a story is newsworthy.

(b) Suggest two reasons why editors’ and journalists’ ideology is “often broadly similar to that of the owners” (Item A , lines 10 – 11).	<i>(4 marks)</i>
--	------------------

Two marks for each of two appropriate reasons, such as:

- they come from a privileged background themselves;
- owners recruit those who share their outlook;
- owners fire those who don’t share their values;
- secondary socialisation into establishment values once employed.

(c) Suggest three practical and/or organisational factors that “play a part in shaping [the] output” of media organisations (Item A , line 12).	<i>(6 marks)</i>
--	------------------

Two marks for each of three appropriate factors, such as:

- finance;
- level of staffing;
- expertise of staff;
- frequency of publication;
- location of story (distant/proximate);
- the news diary;
- duration of story;
- space available;
- timing of news event;
- legal restrictions.

(d) Identify and briefly explain two criticisms of the “manipulative model” of mass media output (Item A , line 1).	<i>(8 marks)</i>
--	------------------

Two marks for each of two appropriate criticisms identified, such as:

- output is audience-led;
- allocative vs operational control;
- fragmentation of ownership;
- legal constraints on owners.

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

- Output is audience-led: an owner who neglects audience demand and instead tries to force his/her views on to them will go out of business.

- Allocative vs operational control: while owners may have the power to allocate resources to a media business, they lack the expertise and time to run it on a day-to-day basis, so have to hand over control over output to editors, journalists etc, who may hold different values.
- Fragmentation of ownership: most media companies are owned by multiple shareholders, most of whom have no real control over the company or its output.
- Legal constraints on owners: libel laws, official secrets act, D notices, watchdogs on taste and decency, etc prevent owners from using media to say just what they want.

(e) Examine reasons why the mass media may exert only a limited influence over their audiences. (20 marks)

0 No relevant points.

1 - 7 Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about media violence, with little understanding of relevant issues. Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the hypodermic syringe model. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

In this 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.

8 - 15 Answers in this band will show a reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of aspects of a study/theory of media effects. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on representations.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons or views of audience effects. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of the hypodermic syringe model. However, this is **not** a requirement, even to reach the top of the band.

In this 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.

16 - 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the audience/media relationship. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Candidates will consider a range of reasons or explanations. Concepts and issues such as hypodermic syringe, two-step flow, uses and gratifications, reception analysis, semiology, atomisation, active vs passive audiences, selective perception, catharsis, ideology, problems of measurement etc may appear. Sources may include Katz & Lazarsfeld, McQuail, Blumer, Halloran, Morley, Buckingham, Saussure.

Lower in the band, answers may examine a more limited range of material. Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

In this 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

- (f) Using material from **Item B** and elsewhere, assess sociological explanations of the ways in which the mass media portray gender and social class. (20 marks)

0 No relevant points.

1 - 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensual points about gender, or material ineffectually recycled from Item B with little understanding of relevant issues. Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about gender stereotyping. Interpretation of material may be simplistic or at a tangent to the question.

In this 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.

8 - 15 In this band there will be 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 relevant study of gender representations, though 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 may begin to deal explicitly with both gender and class and to make limited use of the Item (eg to discuss both misrepresentation and under-representation). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation, for instance of feminist explanations.

In this 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.

16 - 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on gender and class representations, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider representations of both class and gender (though not necessarily equally). Concepts and issues such as different genres/media, stereotyping, scroungerphobia, the underclass, strikers, hegemony, ideology, capitalism, patriarchy, symbolic annihilation, the male gaze, representations of men etc may appear. Evaluation may raise issues about the extent of change and variation in representations, the role of audiences, owners and media professionals, the function of representations, etc. Sources may include Golding and Middleton, Glennon and Busch, GUMG, Meehan, Ferguson, McRobbie, Goffman, Cumberbatch, A Jones.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like. Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In this 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.