

GCE 2004

June Series



Mark Scheme

Sociology

(Unit SCY2)

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.

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Dr Michael Cresswell Director General

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

SECTION A - EDUCATION

1

Total for this Section: 60 marks

(a) Explain what is meant by the “self-fulfilling prophecy” (**Item A**, line 7). (2 marks)

Two marks for an appropriate explanation or definition, such as: when a pupil comes to live up to the label given to him/her.

(b) Identify **two** other factors or processes within schools, **apart from** those mentioned in **Item A**, that may negatively affect working-class pupils’ achievement. (4 marks)

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

- anti-school pupil subcultures;
- streaming/banding;
- setting;
- truancy;
- bullying.

Note: *Not* teachers’ expectations of and interactions with their pupils; labelling; the self-fulfilling prophecy (all are in Item A).

(c) Suggest **three** “material factors” that may be responsible for working-class under-achievement in education (**Item A**, line 9). (6 marks)

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

- overcrowding;
- insecure accommodation (eg B&B);
- inadequate diet (illness/absence; hunger/lack of concentration in class);
- cannot afford home learning resources (toys, books, computer);
- having to earn money so cannot study (too tired; early leaving/university drop-out);
- moving house into different catchment areas;
- essential for schools – eg geometry sets;
- cannot afford private provision;
- stigma of free school meals leading to non-attendance etc;
- H E fees;
- travel costs;
- working class parents’ lack of time.

(d) Identify and briefly explain **two** “cultural differences between the classes” that may explain class differences in achievement (**Item A**, line 10). (8 marks)

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

- language/speech codes;
- parental encouragement/attitudes to education;
- cultural capital/parental knowledge of education;
- immediate vs deferred gratification;
- present- vs future-time orientation.

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

- Language/speech codes: middle class use the same elaborated code as teachers, textbooks, exam papers etc, so are better equipped for success than working class who only have the restricted code.
- Cultural capital/parental knowledge of education: middle class parents, being better educated themselves, have better knowledge/skills with which to negotiate the system/choose more effectively.
- Present- vs future-time orientation: middle class are future-oriented, so more likely to see education as a meaningful part of a long-term career plan, whereas working class or present-oriented (reflecting realities of working-class life), so don't see education as a stepping stone to the future.

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| (e) Examine the ways in which educational policies may reproduce and justify social class inequalities. (20 marks) |
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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 eg about class, 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 a policy. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of under-achievement. 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 an accurate if basic account, for example of aspects of one or two policies and their effect on inequality of achievement. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on under-achievement.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of ways or policies, though answers may be confined to reproduction only. 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 a view of the role of education. 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 policies and reproduction and/or legitimation. 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 laws/policies, such as 1944/11+, ERA, compensatory education (eg EPAs, Headstart, Sure Start, EAZs), assisted places scheme etc. Concepts and issues such as innate ability, early selection, cultural bias, parental choice, testing and league tables, cultural and material deprivation may appear. Sources may include Bowles and Gintis, Ball, Gewirtz, Bourdieu, Halsey, Douglas, Bereiter and Engelmann, etc.

Lower in the band, answers may examine a more limited range of material. Higher in the band, answers will consider the effects of policies explicitly in terms of both reproduction and legitimation. 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 gender differences in education. (20 marks)
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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 subject choice, 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 some aspect of gender differences in achievement. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of class and achievement.

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 reasons for gender differences in achievement, 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 other issues in addition to achievement and to make limited use of Item B (eg to discuss subject choice). 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 role of internal versus external factors in achievement.

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 education, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider a range of aspects of gender and education, not just achievement, such as subject choice and the experience of schooling. Concepts and issues such as early socialisation, teacher attention, pupil subcultures, stereotyping, role models, changes in the labour market, girls' priorities, legislation, policy initiatives, gender regimes/routes, career opportunities, harassment, etc may appear.

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 - WEALTH, POVERTY AND WELFARE

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

(a) Explain what is meant by the “private” sector of welfare providers (**Item B**, line 3).

(2 marks)

Two marks for an appropriate explanation or definition, such as: the sector that provides welfare for a profit; welfare provided by businesses/commercially.

(b) Identify **two** needs that Rowntree would regard as “basic” needs (**Item A**, line 3).

(4 marks)

Two marks for each of two appropriate basic physical needs, such as: food, water, shelter, clothing, heating.

(c) Suggest **three** reasons why the concept of “absolute poverty” may be unsatisfactory (**Item A**, line 11).

(6 marks)

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

- basic (biological) needs aren’t fixed but in fact vary between individuals, age-groups, climates, occupations etc (can count as separate points);
- it is a matter of opinion not of scientific fact as to what needs are ‘basic’;
- it neglects the social dimension of poverty;
- it is a measure of destitution not of poverty;
- it ignores cultural expectations about what kind of living standards are normal/‘not poor’.

(d) Identify and briefly explain **two** criticisms of the concept of “relative poverty” (**Item A**, lines 12 – 13).

(8 marks)

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

- it is impossible to compare poverty in different societies;
- it is impossible to compare poverty at different points in time;
- it is a measure of inequality not poverty;
- it is unclear where to draw the poverty line.

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

- It is impossible to compare poverty in different societies: because poverty is defined in relation to the standards within a specific society, no general basis of comparison between societies can be established.
- It is a measure of inequality not poverty: it tells us how many people fall below the norm, not how poor they are.
- It is unclear where to draw the poverty line: how far below the average/norm does one have to be to be poor – 40%? 50% 60%?

(e) Examine some of the reasons why women are at greater risk of poverty than men and why children and older people are at greater risk than adults of working age. (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 the elderly, 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. 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 two or three reasons for women's poverty. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on general theories of poverty/welfare.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and/or to address poverty among both women and children/the old. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited explicit analysis and/or evaluation, for instance of New Right views. 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 poverty and gender and age. 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 deal with both age and gender differences and will consider a range of reasons. Concepts and issues such as patriarchy, ageism, social exclusion, dependency, unequal and compulsory retirement ages, unequal pay, life expectancy, dual labour market/reserve army, pension rights, unpaid domestic labour, divorce, lone parenthood, the benefits system etc may appear. Sources may include CPAG, Weber, Howard, Townsend, Alcock, Field, Land, Graham, Renvoize.

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 welfare pluralist view that “the population’s welfare needs are best met by a number of different kinds of provider” (**Item B**, lines 1 – 2). (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 charities, 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 some aspect of the welfare state. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of explanations of poverty.

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 types of welfare provider, 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 pluralism and to make limited use of the Item (eg to discuss two-tier provision). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of informal provision from a feminist perspective.

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 welfare providers, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider the different types of provision and their merits. Concepts and issues such as care in the community, patriarchy, two-tier provision, capitalism, choice, decentralisation, individualism and collectivism, residual and institutional models of welfare, queue-jumping, funding, accountability, expertise, who benefits etc may appear. Evaluation may raise issues for example about whether or not different forms of provision complement one another, arguments for and against different types of provision, or critiques from social democratic, Marxist, feminist, New Right etc perspectives. Sources may include N. Johnson, Le Grand, Marshall, Townsend, Titmuss, K. Joseph.

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 - WORK AND LEISURE

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

(a) Explain what is meant by “leisure-poor” (Item A , line 3).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as: unable to take full advantage of leisure activities (whether from lack of time or money etc).

(b) Identify two features of “scientific management” (Item B , line 8).	<i>(4 marks)</i>
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Two marks for each of two appropriate features, such as the idea that:

- work can be scientifically organised (time and motion/work study, or that the ‘one best way’ of doing every job can be discovered);
- managers should organise and control all aspects of work;
- workers left to their own devices will shirk or work inefficiently;
- rational organisation of work will benefit both labour and capital through higher rewards from higher productivity.

(c) Suggest three ways in which leisure may have changed since industrialisation (Item A , lines 7 – 8).	<i>(6 marks)</i>
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Two marks for each of three appropriate ways, such as that it has become:

- commercialised/commodified;
- privatised;
- regulated by the state (eg licensing laws);
- formally organised;
- technologically based;
- compartmentalised in time/space;
- less influenced by religion (eg bank holidays not saints’ days; Sunday football).

(d) Identify and briefly explain two reasons why “women’s leisure patterns tend to differ from those of men” (Item A , line 4).	<i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as that women:

- are excluded by men from activities/spaces;
- lack leisure time because of domestic responsibilities;
- are less likely to have paid work as a central feature of their lives;
- earn less than men;
- are expected to support men’s leisure activities rather than participate, or to participate in a subordinate role;
- are socialised differently: eg females are socialised into not wanting to play ‘rough’ games;
- many choose to socialise with other women.

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

- Women are excluded by men from activities/spaces, either formally by rules or informally eg from golf clubs, ‘gentlemen’s clubs’, certain bars in pubs, sports etc.
- Women are less likely to have paid work as a central feature of their lives, since they are less likely to work full-time, and so work-based leisure may be less important to them.
- Women earn less than men, so may be unable to afford to engage in the same types of leisure.

(e) Examine some of the causes and effects of unemployment.

(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 poverty and unemployment, 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 health effects. 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 an accurate if basic account, for example of one or two effects of unemployment on individuals. Interpretation may not be linked explicitly to the demands of the question.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of causes and/or 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 underclass explanations of unemployment. 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 unemployment. 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 causes and effects (though not necessarily equally). Concepts and issues such as structural and cultural causes of unemployment, the underclass, reserve army of labour, capitalism, welfare dependency, discrimination, long- and short-term unemployment, individual, familial and societal effects (eg leisure, health, domestic division of labour, divorce, crime), how far unemployment affects different groups differently etc may appear. Sources may include Marx, Weber, Schonfield, Murray, Marsland, Coates and Silburn.

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 work has become increasingly deskilled over the last 100 years. (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 work, 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 some aspect of skill levels. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of alienation.

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 the labour process, 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 capitalism in deskilling and to make limited use of Item B (eg to discuss Taylorism). 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 Blauner's views.

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 deskilling, 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 deskilling and upskilling; the impact of new technology; post- or neo-Fordism; deskilling, control and surveillance; exploitation/profitability; mass and niche production; gender and skill etc may appear. Evaluation may raise issues about whether skill levels have increased/decreased overall, the problems of defining or measuring 'skill' etc. Sources such as Braverman, Taylor, Blauner, Marx, Gallie, Salomon, Piore etc may appear.

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.