



General Certificate of Education

Sociology 6191

*SCY6 Crime and Deviance;
Stratification and Differentiation*

Mark Scheme

2006 examination – June series

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.

SCY6

GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC MARK SCHEMES FOR UNIT 6.

TWO RELATED MARK SCHEMES ARE PROVIDED

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

A General Mark Scheme made up of two sections on:

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

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

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

Marking

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

- (i) **Knowledge and Understanding**

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

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

Refer to the General Mark Scheme.

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

GENERAL MARK SCHEME FOR UNIT 6**Knowledge and Understanding**

- 0** No relevant knowledge or understanding.
- 1 – 5** Answers in this band will show a very limited sociological knowledge and understanding. Answers will show little or no knowledge or understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
- Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.
- Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.
- 6 – 10** Answers in this band will show a somewhat limited sociological knowledge and understanding. Answers will show a limited knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
- Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.
- Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.
- 11 – 16** Answers in this band will show a reasonably good sociological knowledge and understanding. Answers will show an accurate but undeveloped knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
- Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response, but other aspects will be neglected or treated in a generalised fashion.
- Higher in the band, there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.
- 17 – 20** Answers in this band will show a very good sociological knowledge and understanding. Answers will show a clear and detailed knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
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Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response.

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

GENERAL MARK SCHEME FOR UNIT 6**Identification, Analysis, Interpretation and Evaluation**

0 No relevant identification, analysis, interpretation or evaluation.

1 – 5 Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show at best only a rudimentary ability to demonstrate any of the four skills.

Higher in the band, answers will show an ability to demonstrate one or more of the four skills to only an elementary standard. For example, there may be a very limited identification of a study or perspective. There may be a basic interpretation or analysis of an aspect of the question or of the material offered in answer to it. Evaluation may consist of a single brief critical point.

Throughout this band, there may be numerous significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Answers are very unlikely to demonstrate more than one or two of the skills, even to a very limited degree.

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

Lower in the band, answers will show a limited ability to demonstrate any of the four skills. For example, a few features of a study or perspective may be identified, or a couple of brief evaluative points made.

Higher in the band, skills will remain generally undeveloped but either a wider range of skills will be shown to a limited degree, or one or two skills only may show some incomplete development, as for example an interpretation of a study or theory in a way appropriate to the set question.

Throughout this band, there may be some significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Evidence of all four skills may be present to a limited degree; alternatively, there may be reasonable evidence of one or two skills but no evidence of others.

11 – 16 Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, all or most skills will be present with some incomplete development. Alternatively, one or two skills will be explicitly and well developed, with more limited demonstration of others. For example, there may be some explicit but one-sided evaluation and some appropriate analysis of a number of relevant issues.

Higher in the band, there may be a fuller development of one or two skills, for example a thorough, explicit and balanced evaluation, whilst some other skills are present but still incomplete.

Throughout this band, skills will be demonstrated in a generally accurate and relevant way, but there will be some errors, incomplete development or inappropriate aspects.

17 – 20 Answers will show very good skills of identification, analysis, interpretation and evaluation.

Lower in the band, most skills will be successfully and explicitly demonstrated but not all will be fully developed. For example, evaluation may remain somewhat one-sided.

Higher in the band, all skills will be demonstrated in a thorough, comprehensive and explicit manner throughout, with sensitivity and sophistication and following a clear rationale.

Throughout this band, all four skills will be demonstrated in an accurate, appropriate manner.

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:

- 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;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of parts (b) and (c) of the questions. 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 1 (b) and 2 (b)

In the 1 – 4 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 5 – 9 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 10 – 12 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.

Questions 1 (c) and 2 (c)

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

In the 6 – 10 band, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

In the 11 – 16 band, candidates' answers are likely to be characterised by the reasonable 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 good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

In the 17 – 20 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, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

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

SECTION A: CRIME AND DEVIANCE

Total for this section: 60 marks

1 Read **Item A** and answer parts (a) to (c) which follow.

Item A

- | |
|---|
| <p>(a) Identify and briefly explain one advantage and one disadvantage of using self-report studies in the study of crime. (8 marks)</p> <p><i>This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological methods.</i></p> |
|---|

Two marks for one appropriate advantage and two marks for one appropriate disadvantage, such as:

Advantages:

- gives insight into motivations and causes of crime;
- provides a corrective to, or more valid picture than, official statistics.

Disadvantages:

- respondents lying about offences committed;
- not all offences are included in the questions;
- correctives to official crime statistics may not be generalisable.

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

Advantages:

- Gives insight into motivations and causes of crime: self-report studies allow researchers to ask questions about motives for and attitudes to offending as well as about the offences themselves.

Disadvantages:

- Respondents lying about offences committed: eg some may exaggerate the number of offences committed so as to look 'tough'; others may conceal out of shame etc.
- Not all offences are included in the questions: researchers decide what to include, and in so doing limit the number of offences the respondent can report.

Note: answers that identify a 'general' methodological advantage or disadvantage (eg validity, reliability, representativeness etc) without providing an explanation in the context of crime and deviance should be marked as follows:

0 marks for a mere assertion alone:

eg 'One advantage is validity', or 'Self-report studies are a more valid view of crime' etc.

2 marks for identification plus a non-contextualised explanation or definition of the (dis)advantage:

eg 'Validity: this involves a more truthful picture of something', or 'Self-report studies give us a more valid, ie truthful view of crime' etc.

4 marks should be awarded only when the idea has been explained in the context of the study of crime and deviance:

eg 'Validity: self-report studies get us closer to the truth because they include crimes offenders committed that they didn't get convicted for and that don't appear in the official statistics on offenders.'

- (b) Using material from **Item A** and elsewhere, examine the relationship between age and patterns of crime. In your answer, make reference to material from **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (12 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topic(s) you have studied.

0 No relevant points.

1 – 4 Answers in this band will show a limited knowledge and understanding and will have only limited success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made eg about elderly victims, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about juvenile delinquents.

5 – 9 Answers in this band will show a reasonable knowledge and understanding and will have some success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Lower in the band, answers will identify accurately a limited number of relevant points, eg about status frustration among youths, and will tend to list descriptively rather than discuss the material presented. Some of the material may not be interpreted appropriately to the demands of the question, e.g. recounting studies/theories of age in relation to education, family, etc without linking this clearly to crime, or using class/gender as a ‘proxy’ for age. Some may only deal with one area, not two.

Higher in the band, answers will begin to deal with two or more areas, though possibly unevenly, and will show a greater range of material, eg on both offenders and victims, or young and old, or a greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, eg of the role of police stereotyping of youth.

10 – 12 Answers in this band will show a sound knowledge and understanding and will be largely successful in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Answers in this band will examine the relationship between age and patterns of crime. They will consider offenders **and** victims, and/or different age groups. They will show a sound knowledge of relevant empirical material, appropriately interpreted and applied, for example to issues such as labelling, socialisation, status frustration, relative deprivation, symbolic resistance, subcultures, leisure/consumption patterns, police under-protection/over-policing of the young, child/elder abuse within the family/care institutions, under-reporting/-recording of crimes against certain age groups. There will be a clear focus on age in the organisation of the answer. Analysis and/or evaluation will be relevant, explicit and well developed, e.g. by locating the discussion within a broader framework, eg age patriarchy, risk society etc.

Note: answers do **not** need to include all of the above, even to score full marks.

- (c) “Since the mid-1950s, the number of recorded crimes in England and Wales has risen from about half a million a year to around 5 million today.”

Assess sociological explanations of the increase in recorded crime in the last 50 years.

(40 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological theory.

Knowledge and Understanding

20 marks

- 0** No relevant knowledge and understanding.
- 1 – 5** Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points about crime, showing minimal understanding.

Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about crime statistics, possibly with major errors or omissions.

- 6 – 10** Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, eg two or three points about labelling and crime rates, perhaps with errors.

Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a study of differential crime rates.

- 11 – 16** Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be a reasonably accurate knowledge of some theoretical and/or empirical material on studies of crime and/or crime statistics.

- Some may be broader accounts that amass descriptions of studies (eg of labelling, anomie etc) but with limited conceptual detail.
- Others may be narrower but more conceptually based answers.

Many may focus largely or exclusively on explaining crime/crime rates rather than the *increase* in crime rates, reflecting a rather partial understanding of the question.

Higher in the band, there will be knowledge of both theoretical and empirical material on recorded crime, some of which will address increase/changes, and slightly more breadth or conceptual detail. Material from different perspectives may also feature, reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives, or with describing these approaches, than with linking the theoretical and empirical aspects.

17 – 20 Answers in this band will show very good knowledge and understanding and will successfully meet the synoptic requirements of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on the increase in recorded crime. They will show a clear understanding of relevant debates and issues. These may include changes in reporting and recording/counting; consumerism; individualism; surveillance; insurance; loss of community; changes in family patterns and women's position; changes in employment (eg the informal economy, casualisation); homelessness; relative deprivation; demographic changes; the rise of 'drug culture'; the role of the media; fear of crime; changes in policing; new criminal opportunities resulting from technological change, globalisation, marketisation, economic deregulation, etc. Answers will be broad ranging, dealing with a range of different explanations, such as anomie theory, ideas of post/late modernity as 'crime-prone', control theory, varieties of feminism, Marxism, left and right realism, labelling theory etc.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will be clearer and more complex.

Note: answers do **not** need to include all of the above, even to score full marks.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Adler; Carlen; Chambliss; Cloward & Ohlin; Foster; Garland; Hobbs & Dunningham; Heidensohn; Lea & Young; Marx; Merton; Messerschmidt; Murray; Pearce; Ritzer; Smart; Ian Taylor; James Q. Wilson; Young.
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SECTION B: STRATIFICATION AND DIFFERENTIATION

Total for this section: 60 marks

2 Read **Item B** and answer parts (a) to (c) which follow.

Item B

(a) Identify and briefly explain:

- (i) **one** way in which gender differences are important to the understanding of **one** of the following areas: education; wealth, poverty and welfare; work and leisure. *(4 marks)*

Two marks for one appropriate way identified, such as:

- girls have higher levels of educational achievement than boys;
- women are at greater risk of poverty than men;
- women's leisure patterns differ from men's.

Two further marks for a satisfactory explanation, such as:

- girls have higher levels of educational achievement, eg because they now have greater opportunities in the labour market, for which qualifications are necessary.

and

- (ii) **one** way in which gender differences are important to the understanding of **one** of the following areas: religion; power and politics; world sociology. *(4 marks)*

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topic(s) you have studied.

Two marks for one appropriate way identified, such as:

- political under-representation of women;
- male domination of religious organisations;
- women in the Third World provide most of the labour.

Two further marks for a satisfactory explanation, such as:

- male domination of religious organisations: eg because of patriarchal theology identifying women as a source of sin or as inferior to men, or identifying God as male.

- (b) Using material from **Item B** and elsewhere, examine the problems of defining ethnicity and measuring the extent of ethnic discrimination. (12 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological methods.

0 No relevant points.

1 – 4 Answers in this band will show a limited knowledge and understanding and will have only limited success in identifying, interpreting, analysing and evaluating material to meet the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made eg about racial prejudice, with minimal or no elaboration.

Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about the effects of discrimination.

5 – 9 Answers in this band will show a reasonable knowledge and understanding and will have some success in identifying, interpreting, analysing and evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, answers will identify a limited number of points and will tend to list rather than discuss the material presented. Some may focus solely on measurement of discrimination (or on defining ethnicity). Some of the material may not be interpreted appropriately to the demands of the question, eg recounting material on ethnic inequalities in education, employment etc.

Higher in the band, answers will show a greater range of material and will begin to deal with both definition of ethnicity and measurement of discrimination, though perhaps unequally, or a greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation.

10 – 12 Answers in this band will show a sound knowledge and understanding and will be largely successful in identifying, interpreting, analysing and evaluating material and in meeting the synoptic requirements of the question.

Answers in this band will examine a range of problems associated with defining ethnicity and measuring discrimination, though lower in the band this may be unbalanced. Concepts and issues may include:

- relating to definition: researcher versus respondent definitions; problems of identifying how many and which ethnic groups; problems of terminology; the contested nature of ethnic categories; overlapping ethnicities etc;
- relating to measurement: problems of measuring institutional or indirect versus individual or direct discrimination; being unaware that discrimination has occurred; cumbersome reporting procedures; inadequate sanctions; fear (eg of reprisals, police harassment, deportation); legal constraints (eg level of proof required; permissibility of class as against individual actions).

Methodological issues raised will be well linked to the specific problems of definition and measurement of ethnicity/discrimination. Analysis and/or evaluation will be relevant, explicit and well developed, eg by considering alternative methods of measurement (eg actor tests, surveys, official statistics) or discussing the constructed/unstable nature of definitions.

Note: answers do **not** need to include all of the above, even to score full marks.

- (c) “Class, status and power are all important aspects of social stratification, but class remains the most important and fundamental of the three.”

Assess this view.

(40 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological theory.

Knowledge and Understanding

20 marks

0 No relevant knowledge and understanding.

1 – 5 Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points about stratification, showing minimal understanding.

Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, eg about ascribed vs. achieved status, possibly with major errors or omissions.

6 – 10 Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, eg on class and one or two aspects of life chances, perhaps with errors.

Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a few features of Marxism.

11 – 16 Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be reasonably accurate knowledge of some theoretical and/or empirical material.

- Some may be broader accounts that amass descriptions, eg of class and various aspects of life chances or lifestyle (eg education, health, leisure, voting behaviour etc), but with limited conceptual detail.
- Others may be narrower but more conceptually based answers, eg accounts of the Marxist theory of class.

Some answers may at times conflate, eg class and status, reflecting a rather partial understanding.

Higher in the band, there will be knowledge of both theoretical and empirical material on class, status and/or power, and slightly more breadth or conceptual detail. Material from different perspectives may also feature (eg Marxist, Weberian), reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives than with considering their theoretical implications.

17 – 20 Answers in this band will show very good knowledge and understanding and will successfully meet the synoptic demands of the question.

These answers will show thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on class, status and power, such as the following: Marxist, Weberian and other theories of stratification (eg neo-Marxist, neo-Weberian, feminist, postmodernist); different definitions of class (occupational versus property based); economic determinism/reductionism; uni-versus multi-dimensional models of stratification; consumption versus production as sources of identity/consciousness; ethnic, gender or age status, etc as more ‘fundamental’ dimensions of stratification; the impact of class, status or power on life chances; ascribed versus achieved status; the interaction of class with ethnic/gender status. They will show a clear understanding of the theoretical debates surrounding the question.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will become clearer and more complex.

Note: answers do **not** need to include all of the above, even to score full marks.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Goldthorpe, Marx, Weber, Pakulski & Walters; Abbott & Wallace; Millett; Hartmann; Walby; Castles & Kosack; Parsons, Davis and Moore, Westergaard, Marshall, Glasgow, Rex.

**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY (6191) UNIT 6 (SCY6)
(SYNOPTIC)**

Crime and Deviance

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
1 a	2	6	8
1 b	2	10	12
1 c	20	20	40
Total	24	36	60

Stratification and Differentiation

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
2 a	2	6	8
2 b	2	10	12
2 c	20	20	40
Total	24	36	60