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**GCSE**  
**SOCIOLOGY**  
**8192/2**

Paper 2 The Sociology of Crime and Deviance and Social Stratification

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**Mark scheme**

June 2020

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Version: 1.0 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Assessment Objectives**

<b>AO1</b>	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
<b>AO2</b>	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
<b>AO3</b>	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

**Section A: Crime and Deviance**

Qu	Marking guidance	Total marks															
01	What term is commonly used by sociologists to describe feelings that people experience when denied social status?	1															
	AO1 = 1 mark <b>C</b>																
02	What term is commonly used by sociologists to describe the process that can begin after a young person accepts their deviant identity?	1															
	AO1 = 1 mark <b>B</b>																
03	Describe <b>one</b> example of a crime that has high news value.	3															
	<p>AO1 = 3 marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Children are involved, eg a murder.</li> <li>• Violence is involved, eg knife crime.</li> <li>• Celebrities are involved, eg minor crimes gain news value if committed by celebrities.</li> <li>• If there is a graphic image involved, eg terrorist attacks.</li> </ul>	Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.	
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04	Identify and describe <b>one</b> factor that might lead to criminal behaviour.	3
AO1 = 3 marks		
<b>Level</b>	<b>Marks</b>	<b>Descriptor</b>
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
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0	0	Nothing worthy of credit.
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Peer group influence, eg following the norms and values of the majority in an attempt to be accepted as a group member (deviant subculture).</li> <li>• Material deprivation, eg not being able to afford to buy consumer products and turning to crime in order to obtain them.</li> <li>• Negative labelling, eg constant enforcement of negative labels ('trouble maker' etc) leading to a self-fulfilling prophecy.</li> </ul>		

05	From <b>Item A</b> , examine <b>one</b> weakness of the research.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The small sample size raises questions about how representative the data is.</li> <li>• Using respondents who have been victims of more than one form of discrimination could affect the typicality of the victim's experiences (raises questions about how far it is possible to generalise on the basis of such experiences).</li> <li>• The interviewer effect/interviewer bias can affect the validity of interviewee's responses.</li> </ul>	

06	Describe the type of data shown in <b>Item A</b> . Identify and explain <b>one</b> factor that may explain an increase in police-recorded hate crime.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the rise in reported instances of hate crime.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Type of data identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Type of data identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Type of data identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Type of data identified. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit. (AO1)</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <p>Official (government) data (accept report for HMIC, qualitative data and interview data).</p> <p>Note – The answer secondary data is not a creditworthy response without further amplification (see above). All data collected by other sociologists or from a variety of alternative sources is secondary data.</p> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Inadequacies in the data, eg police-recorded crime can simply reflect changes in police behaviour.</li> <li>• Marxist idea that crime is a consequence of the conflict between different groups in society, based on inequality. With increased levels of inequality come increased levels of crime.</li> <li>• Feminist idea that society is patriarchal, and the work of feminist sociologists has led to an increased awareness of the plight of women as victims of crime.</li> <li>• Idea that since the McPherson report, the police have become more aware and more sensitive in dealing with such crimes, leading to increased confidence in reporting them.</li> </ul>			Level	Marks	Descriptor	4	4	Type of data identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	3	3	Type of data identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Type of data identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Type of data identified. (AO1)	0	0	Nothing worthy of credit. (AO1)
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07	Identify and explain <b>one</b> disadvantage of using group interviews to research the experience of prisoners.	4																		
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08	From <b>Item B</b> , identify and explain <b>one</b> factor which may explain why some people use illegitimate means of achieving their goals, including what you know of Merton's perspective.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the work of Merton.</p> <table border="1" data-bbox="213 506 1287 1187"> <thead> <tr> <th data-bbox="213 506 352 580">Level</th> <th data-bbox="352 506 491 580">Marks</th> <th data-bbox="491 506 1287 580">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 580 352 745">4</td> <td data-bbox="352 580 491 745">4</td> <td data-bbox="491 580 1287 745">Relevant factor selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 745 352 911">3</td> <td data-bbox="352 745 491 911">3</td> <td data-bbox="491 745 1287 911">Relevant factor selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 911 352 1077">2</td> <td data-bbox="352 911 491 1077">2</td> <td data-bbox="491 911 1287 1077">Relevant factor selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1077 352 1128">1</td> <td data-bbox="352 1077 491 1128">1</td> <td data-bbox="491 1077 1287 1128">Relevant factor selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1128 352 1187">0</td> <td data-bbox="352 1128 491 1187">0</td> <td data-bbox="491 1128 1287 1187">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1223 533 1256"><b>Indicative content AO1</b></p> <ul data-bbox="213 1292 772 1391" style="list-style-type: none"> <li>• Functionalist perspective – strain theory.</li> <li>• Cultural factors.</li> <li>• Structural factors.</li> </ul> <p data-bbox="213 1431 536 1464"><b>Indicative content AO2</b></p> <ul data-bbox="213 1500 1283 1944" style="list-style-type: none"> <li>• Merton approached the study of deviance from a functionalist perspective. He argued that, as a consequence of their personal circumstances, not all individuals had the same opportunities to achieve socially approved goals. His theory describes the <i>strain</i> between these socially approved goals and socially approved ways of achieving those goals as an explanation for some forms of criminal behaviour.</li> <li>• Cultural factors, eg strong emphasis on success, sometimes at all costs, 'the end justifies the means' as demonstrated by the behaviour of people in business or sport who use illegitimate and sometimes illegal tactics in pursuit of success.</li> <li>• Structural factors, eg inequalities of opportunity in society, access to educational and employment opportunities based on the possession of wealth, status or social contacts.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant factor selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant factor selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant factor selected. (AO1)	0	0	Nothing worthy of credit.
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09	Identify and explain why <b>not</b> all crime is included in official statistics.	4																		
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10	Discuss how far sociologists would agree that women are less likely to commit crime than men.	12												
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3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>												
2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>												

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Feminism.
- Opportunity to commit crime.
- Social control.
- Chivalry thesis.
- Increase in female criminal behaviour.

**Indicative content AO2**

- Feminist theory, eg the relationship between patriarchy and criminal behaviour.
- Female opportunity to commit crime, eg bedroom culture.
- Heidensohn’s work on control theory, eg that women’s behaviour is more strictly controlled, reducing opportunities to offend.
- Chivalry thesis, suggesting that women are treated more leniently in the criminal justice system as an alternative explanation.
- Statistics suggesting an increase in female criminality as an alternative explanation.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of Feminist theory as it relates to female criminal behaviour.</li> <li>• Analysis and evaluation of lack of opportunity as it relates to female criminal behaviour.</li> <li>• Analysis and evaluation of Heidensohn and control theory as it relates to female criminal behaviour.</li> <li>• Analysis and evaluation of the chivalry thesis as an explanation as it relates to female criminal behaviour, eg the harsh treatment of some women offenders by the criminal justice system.</li> <li>• Analysis and evaluation of statistics showing women’s increased presence in crime statistics.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that women are less likely to commit crime.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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11	Discuss how far sociologists would agree that deviant behaviour may have an important function in society.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
<table border="1"> <thead> <tr> <th data-bbox="212 398 352 477">Level</th> <th data-bbox="352 398 491 477">Marks</th> <th data-bbox="491 398 1287 477">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 477 352 949">4</td> <td data-bbox="352 477 491 949">10–12</td> <td data-bbox="491 477 1287 949"> <p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p> </td> </tr> <tr> <td data-bbox="212 949 352 1458">3</td> <td data-bbox="352 949 491 1458">7–9</td> <td data-bbox="491 949 1287 1458"> <p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p> </td> </tr> <tr> <td data-bbox="212 1458 352 1966">2</td> <td data-bbox="352 1458 491 1966">4–6</td> <td data-bbox="491 1458 1287 1966"> <p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p> </td> </tr> </tbody> </table>			Level	Marks	Descriptor	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>
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0	0	Nothing worthy of credit.

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**Indicative content AO1**

- Functionalism.
- Marxism.
- Interactionism.
- Feminism.

**Indicative content AO2**

- Functionalist perspective, eg that deviant behaviour is part of a healthy society that is open to change.
- Marxist theory as an alternative explanation, eg that deviant behaviour is the result of inequality in society and serves no useful purpose.
- Interactionist theory as an explanation, eg labelling can have positive effects for the wider society by excluding offenders and protecting social order.
- Feminist theory as an explanation, eg female crimes as disruptive to the patriarchal social order – some feminists have argued that women now commit more typically ‘male’ offences because they have been ‘liberated’ from patriarchal controls and have increased their participation in the workforce.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the functionalist perspective, eg that crime is not always functional for society, particularly for the victims of crime.</li> <li>• Analysis and evaluation of Marxist theory, eg they overemphasise class inequality and ignore other motivations for deviancy.</li> <li>• Analysis and evaluation of interactionist theory, eg the negative impact of labelling can push individuals into a deviant career – undermining rather than protecting social order and increasing costs for society (policing, criminal justice system, prison).</li> <li>• Analysis and evaluation of the feminist theory, eg many of the women who commit crimes are working class and become criminals because of the breakdown of traditional relationships (the ‘class deal’ and ‘gender deal’ as described by Carlen).</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that deviant behaviour has an important function in society.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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**Section B: Social Stratification**

Qu	Marking guidance	Total marks															
12	What term is commonly used by sociologists to describe a sampling technique where every tenth name is chosen from a list?	1															
	AO1 = 1 mark <b>D</b>																
13	What term is commonly used by sociologists to describe a form of government where power is concentrated in the hands of an individual?	1															
	AO1 = 1 mark <b>B</b>																
14	Describe <b>one</b> way society may exploit women.	3															
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15	Identify and describe <b>one</b> type of social inequality.	3
AO1 = 3 marks		
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3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
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1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Socio-economic class, eg inequality in terms of social status/earnings of an individual.</li> <li>• Gender, eg female inequality due to patriarchy (glass ceiling/relative earnings).</li> <li>• Ethnicity, eg inequality in terms of ethnic background (access to employment opportunities/relative earnings).</li> </ul>		

16	From <b>Item C</b> , examine <b>one</b> strength of the research.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"><li>• Source, eg the data is from a reputable source (House of Commons Library).</li><li>• The reliability and validity of the data can be easily established.</li><li>• The data can be used to reveal patterns and trends, eg the gender breakdown of the House of Commons.</li></ul>	

17	Identify and explain <b>one</b> factor that may have led to an increase in the number of female MPs being elected, as shown in <b>Item C</b> .	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the increasing number of female MPs being elected.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant factor identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant factor identified. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Meritocracy.</li> <li>• Improved educational performance of females.</li> <li>• All women shortlists.</li> <li>• Changing status of women in society.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• The increased number of female MPs provides evidence to support the idea of a meritocratic society. However the House of Commons is still overwhelmingly male.</li> <li>• The improved educational performance of girls has resulted in them becoming more qualified, reaching higher positions in the workplace and focussing more on their careers.</li> <li>• In order to address the gender imbalance in parliament, in 1997 the Labour Party introduced all women shortlists for prospective candidates for safe seats, to try and increase the number of female MPs in the House of Commons.</li> <li>• Increased opportunities for women, eg in employment.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	3	3	Relevant factor identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant factor identified. (AO1)	0	0	Nothing worthy of credit.
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18	<p>Identify and explain <b>one</b> way in which sociologists might determine an individual's social class.</p>	4																		
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19	<p>From <b>Item D</b>, identify and explain <b>one</b> reason why Murray believed that welfare reform was needed, including what you know of his perspective on this issue.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Murray with particular reference to welfare reform.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant reason selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant reason selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant reason selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant reason selected. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Some people who needed help were not given help.</li> <li>• Some people found it easier to claim benefits than find employment.</li> <li>• National welfare systems actually made some social problems worse eg long-term unemployment.</li> </ul> <p><b>Indicative content AO2</b></p> <p>Murray’s analysis is closely associated with New Right perspectives on welfare reform. He describes the growing phenomenon of an underclass dependent on welfare who posed a threat to the social fabric of American society because its members were a burden on tax payers and responsible for a rising crime rate. His work has been criticised for its poor evidence base.</p> <ul style="list-style-type: none"> <li>• Impersonally managed national welfare programmes exclude people who should be included. Murray described this as the ‘law of imperfect selection’.</li> <li>• People gain incentives to behave badly and no longer suffer the consequences of their own bad behaviour eg failing to work hard at school. Murray described this as the ‘law of unintended rewards’.</li> <li>• National welfare programmes tend to support rather than end social problems eg, long term unemployment. Murray described this as the ‘law of net harm’.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant reason selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant reason selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant reason selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant reason selected. (AO1)	0	0	Nothing worthy of credit.
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20	Identify and explain <b>one</b> factor that can lead to an individual becoming dependent on the welfare system.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to factors that can lead to welfare dependency.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation offered with a clear application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant factor identified (AO1) with an explanation containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant factor identified. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Low educational attainment.</li> <li>• Long term unemployment.</li> <li>• Disability/chronic illness.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Low levels of educational attainment make individuals less attractive to employers and increase the risk of low paid and insecure employment.</li> <li>• Prolonged periods out of the labour market can lead to a, ‘deskilling’, damaging future employment prospects.</li> <li>• Those who are considered to have a disability or who become chronically ill can find employment opportunities harder to come by.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation offered with a clear application to the context. (AO2)	3	3	Relevant factor identified (AO1) with an explanation containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation that is only weakly applied to the context. (AO2)	1	1	Relevant factor identified. (AO1)	0	0	Nothing worthy of credit.
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21	Discuss how far sociologists would agree that society will always be unequal.	12												
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1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalism.
- Marxism.
- Feminism.
- Unequal life chances.
- Relevant evidence or data relating to social mobility.

**Indicative content AO2**

- Functionalist theory, eg the work of Davis and Moore, that stratification is a universal necessity.
- Marxist theory, eg that capitalism is based upon inequality, so as long as it persists inequality will continue.
- Feminist theory, eg that society is patriarchal, benefitting men and exploiting women.
- Unequal life chances, eg evidence relating to inequality of opportunity, with regards to education, health etc.
- Relevant evidence/data, eg the link between social class and earnings, educational attainment etc.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of functionalist theory as it relates to inequality in society.</li> <li>• Analysis and evaluation of the Marxist theory as it relates to inequality in society.</li> <li>• Analysis and evaluation of the feminist theory as it relates to inequality in society.</li> <li>• Discussion of redistributive aspects of welfare programmes.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that inequality in society inevitable.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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22	Discuss how far sociologists would agree that poverty remains an issue in Britain today.	12												
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**Indicative content AO1**

- Marxist perspectives.
- Feminist perspectives.
- Charles Murray/New Right perspectives.
- Peter Townsend/the concept of relative deprivation.
- Relevant evidence or data relating to rates of poverty.

**Indicative content AO2**

- Marxist theory, eg the polarisation of social classes results in more people experiencing poverty.
- Feminist theory, eg that women are more likely to experience poverty because of their domestic role.
- The work of Charles Murray/New Right perspectives, eg the arguments for the existence of a welfare dependant underclass with a different set of norms and values to the wider society (keeping them in poverty).
- The work of Peter Townsend, eg relative deprivation as a measure of the extent of poverty (compared to official measures).
- Relevant evidence/data, eg various estimates of the number of people in poverty, the benefit claimant rate, social mobility and child poverty commission reports.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of Marxist theory as it relates to the persistence of poverty in the UK, eg does insecure employment/zero hours contracts help to maintain a ‘working poor’ who serve the needs of the capitalist economic system?</li> <li>• Analysis and evaluation of feminist theory as it relates to the persistence of poverty in the UK, eg not all women experience poverty, it could be considered a class issue rather than one of gender.</li> <li>• Analysis and evaluation of the work of Charles Murray/New Right perspectives eg does research evidence support the conclusion that the welfare state creates a culture of dependency that keeps people in poverty?</li> <li>• Analysis and evaluation of the work of Peter Townsend as it relates to the number of people in relative poverty in the UK, eg does the concept of relative poverty hide the evidence of real hardship by over exaggerating the extent of poverty?</li> <li>• Analysis and evaluation of relevant evidence/data, eg criticisms of official estimates of poverty.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that poverty is an issue in Britain today.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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**Assessment objectives**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>01</b>	1			1
<b>02</b>	1			1
<b>03</b>	3			3
<b>04</b>	3			3
<b>05</b>			2	2
<b>06</b>	1	3		4
<b>07</b>	1	3		4
<b>08</b>	1	3		4
<b>09</b>	1	3		4
<b>10</b>	4	4	4	12
<b>11</b>	4	4	4	12
<b>12</b>	1			1
<b>13</b>	1			1
<b>14</b>	3			3
<b>15</b>	3			3
<b>16</b>			2	2
<b>17</b>	1	3		4
<b>18</b>	1	3		4
<b>19</b>	1	3		4
<b>20</b>	1	3		4
<b>21</b>	4	4	4	12
<b>22</b>	4	4	4	12
<b>Paper total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>