

**GCSE
SOCIOLOGY
8192/2**

Paper 2 The Sociology of Crime and Deviance and Social Stratification

Mark scheme

June 2021

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

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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

| | |
|------------|---|
| AO1 | Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. |
| AO2 | Apply knowledge and understanding of sociological theories, concepts, evidence and methods. |
| AO3 | 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 crime committed by middle-class and upper-class individuals, often in the course of their work? | 1 | | | | | | | | | | | | | | | |
| | AO1 = 1 mark D (White collar crime) | | | | | | | | | | | | | | | | |
| 02 | What term is commonly used by sociologists to describe the research method which asks respondents to identify any crimes they have committed? | 1 | | | | | | | | | | | | | | | |
| | AO1 = 1 mark C (Self-report study) | | | | | | | | | | | | | | | | |
| 03 | Describe one example of a moral panic. | 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>Indicative content</p> <ul style="list-style-type: none"> ● Anti-social behaviour of young people eg hoodie-wearing youths committing crimes. ● Influence of music eg Drill, Gangsta Rap. ● Violence in the media eg computer games and films. ● Other relevant examples can be credited. | 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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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | |

| | | |
|--|--|---|
| 04 | Identify and describe one example of deviant behaviour that is not criminal. | 3 |
| AO1 = 3 marks | | |
| 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) |
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| 0 | 0 | Nothing worthy of credit. |
| <p>Indicative content</p> <ul style="list-style-type: none"> • Sitting next to a stranger on an empty train. • Talking in the cinema. • Wearing incorrect uniform to school. | | |

| | | |
|----|---|---|
| 05 | From Item A , examine one strength of the research. | 2 |
| | <p>AO3 = 2 marks</p> <p>1 mark 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>1 mark 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>Indicative content</p> <ul style="list-style-type: none"> • National statistics meet the highest standards for trustworthiness, meaning that the validity of the information is strong. • The report drew information from a number of sources, meaning that it has been triangulated. • The information has been collected over a number of years, allowing for the examination of trends over time. | |

| 06 | Identify and explain one reason for the differences in male and female criminal activity, as referred to in Item A . | 4 | | | | | | | | | | | | | | | | | | |
|---|--|---|-------|-------|------------|---|---|---|---|---|---|---|---|--|---|---|-----------------------------------|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the offending rate between men and women.</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 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 reason 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 reason 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 reason 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Chivalry thesis. • Socialisation. • Opportunity. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Chivalry thesis eg the idea that the male-dominated criminal justice system treats women more leniently. • Differing socialisation eg the idea that traditionally, males are socialised into being aggressive and more likely to take risks, women are more likely to have the main caring role. • Lack of opportunity eg female behaviour is more regulated than that of males, so there is less opportunity to commit crime. | | | Level | Marks | Descriptor | 4 | 4 | Relevant reason 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 reason 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 reason 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 reason identified. (AO1) | 0 | 0 | Nothing worthy of credit. |
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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 07 | Identify and explain one ethical issue you may need to consider when investigating anti-social behaviour by teenagers. | 4 | | | | | | | | | | | | | | | | | | |
|--|---|--|-------|-------|------------|---|---|---|---|---|--|---|---|---|---|---|--------------------------------|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to investigating anti-social behaviour by teenagers.</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 issue selected (AO1) and an appropriate, detailed and well-developed explanation 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 issue selected (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 issue selected (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 issue 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>Indicative content AO1</p> <ul style="list-style-type: none"> • ‘Guilty knowledge’. • Gaining informed consent from parents. • Protection from harm. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Researcher will have ‘guilty knowledge’ of anti-social and likely illegal acts – there would be a moral question of whether this behaviour should be reported if it puts people at risk. • It will be likely that subjects will be under 18, so will be unable to give informed consent. It will also be hard to gain parental permission given the nature of the research. • Given the nature of the subject of the research, it is likely that the safety of both the respondents and the researcher could be put at risk. | | | Level | Marks | Descriptor | 4 | 4 | Relevant issue selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2) | 3 | 3 | Relevant issue selected (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 issue selected (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 issue selected. (AO1) | 0 | 0 | Nothing worthy of credit. |
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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 08 | From Item B , identify and describe one reason why working-class boys develop status frustration according to Cohen, including what you know of his sociological perspective. | 4 | | | | | | | | | | | | | | | | | | |
|---|---|--|-------|-------|------------|---|---|--|---|---|--|---|---|--|---|---|---------------------------------|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Cohen.</p> <table border="1" data-bbox="213 501 1286 1169"> <thead> <tr> <th data-bbox="213 501 352 577">Level</th> <th data-bbox="352 501 491 577">Marks</th> <th data-bbox="491 501 1286 577">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 577 352 734">4</td> <td data-bbox="352 577 491 734">4</td> <td data-bbox="491 577 1286 734">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 data-bbox="213 734 352 891">3</td> <td data-bbox="352 734 491 891">3</td> <td data-bbox="491 734 1286 891">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 data-bbox="213 891 352 1048">2</td> <td data-bbox="352 891 491 1048">2</td> <td data-bbox="491 891 1286 1048">Relevant reason selected 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 1048 352 1111">1</td> <td data-bbox="352 1048 491 1111">1</td> <td data-bbox="491 1048 1286 1111">Relevant reason selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1111 352 1169">0</td> <td data-bbox="352 1111 491 1169">0</td> <td data-bbox="491 1111 1286 1169">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1205 533 1236">Indicative content AO1</p> <ul data-bbox="213 1272 580 1375" style="list-style-type: none"> • Educational performance. • Employment prospects. • Social acceptance. <p data-bbox="213 1411 536 1442">Indicative content AO2</p> <ul data-bbox="213 1478 1283 1823" style="list-style-type: none"> • Cohen approached the study of deviant behaviour from a functionalist perspective eg that everyone holds the same societal goals. In his view a lack of status and low social standing results in status frustration. • Due to schools being middle-class institutions, working-class boys are less likely to achieve well, resulting in poor educational performance and often in a low status position at school. • Poor educational performance often results in low status, low paid employment. • The boys turn to criminal behaviour as an alternative route to success and acceptance by others in a similar social position e.g. boys who have not achieved educational success or status by other legitimate means. | | | 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 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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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 09 | Identify and explain one advantage of using official crime statistics to investigate inner-city crime. | 4 | | | | | | | | | | | | | | | | | | |
|--|---|--|-------|-------|------------|---|---|--|---|---|--|---|---|---|---|---|--------------------------------------|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the use of official crime statistics to investigate inner city crime.</p> <table border="1" data-bbox="213 499 1286 1167"> <thead> <tr> <th data-bbox="213 499 352 577">Level</th> <th data-bbox="352 499 491 577">Marks</th> <th data-bbox="491 499 1286 577">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 577 352 734">4</td> <td data-bbox="352 577 491 734">4</td> <td data-bbox="491 577 1286 734">Relevant advantage 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 data-bbox="213 734 352 891">3</td> <td data-bbox="352 734 491 891">3</td> <td data-bbox="491 734 1286 891">Relevant advantage 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 data-bbox="213 891 352 1048">2</td> <td data-bbox="352 891 491 1048">2</td> <td data-bbox="491 891 1286 1048">Relevant advantage 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 data-bbox="213 1048 352 1104">1</td> <td data-bbox="352 1048 491 1104">1</td> <td data-bbox="491 1048 1286 1104">Relevant advantage identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1104 352 1167">0</td> <td data-bbox="352 1104 491 1167">0</td> <td data-bbox="491 1104 1286 1167">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1234 533 1267">Indicative content AO1</p> <ul data-bbox="213 1301 496 1402" style="list-style-type: none"> ● Easily accessible. ● Easily comparable. ● Large data set. <p data-bbox="213 1435 537 1469">Indicative content AO2</p> <ul data-bbox="213 1503 1281 1771" style="list-style-type: none"> ● Easily accessible; official statistics are relatively cheap and easy to gain access to, and can be used as a good starting point for examining inner-city crime. ● Easily comparable; sociologists can use them to examine trends over time and differing geographical patterns eg where crimes are most likely to happen and when. ● Large data set; data is produced regularly and is comprehensive, meaning that comparisons for levels of crime can be drawn between areas and over periods of time. | | | Level | Marks | Descriptor | 4 | 4 | Relevant advantage 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 advantage 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 advantage 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 advantage identified. (AO1) | 0 | 0 | Nothing worthy of credit. |
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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 10 | Discuss how far sociologists would agree that members of some ethnic groups who are convicted of crimes are more likely to receive a prison sentence. | 12 | | | | | | | | | | | | |
|--|---|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks | | | | | | | | | | | | | | |
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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

- Marxism.
- Interactionism.
- The New Right
- Statistics on ethnicity and crime.

Indicative content AO2

- Marxism eg that ethnic minority groups are ‘over-policed and under-protected’, whereas the crimes of powerful groups go largely unpunished.
- Interactionism eg that ethnic minorities are more likely to be in prison because they are criminalised through negative labelling.
- The New Right view eg that some ethnic groups are socialised into a culture of the underclass, resulting in a greater acceptance of criminal behaviour.
- Statistics surrounding ethnicity and imprisonment eg members of some ethnic minority groups convicted of a crime are more likely to be imprisoned than other members of society.

Indicative content AO3

- Analysis and evaluation of Marxism as it relates to the view that ethnic minority groups are more likely to receive prison sentences.
- Analysis and evaluation of Interactionism as it relates to the view that ethnic minority groups are more likely to receive prison sentences.
- Analysis and evaluation of the New Right view as it relates to the view that ethnic minority groups are more likely to receive prison sentences.
- Analysis and evaluation of statistics that relate to the view that ethnic minority groups are more likely to receive prison sentences.

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| | <ul style="list-style-type: none">• 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 members of ethnic minority groups who are convicted of crimes are more likely to receive a prison sentence. <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 social inequality is the main cause of criminal behaviour. | 12 | | | | | | | | | | | | |
|--|--|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks | | | | | | | | | | | | | | |
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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

- Marxism.
- Functionalism
- Interactionism.
- The New Right.

Indicative content AO2

- Marxism eg capitalist society is unequal and criminal behaviour is a by-product of this.
- Functionalism eg the work of Merton and Cohen, which suggest that crime is caused by a lack of educational success/opportunity.
- Interactionism as an alternative explanation eg that most people commit criminal acts but only some people are caught and labelled for it.
- The New Right as an alternative explanation eg that crime is caused by inadequate socialisation.

Indicative content AO3

- Analysis and evaluation of Marxism eg it over-emphasises class inequality.
- Analysis and evaluation of functionalism as it relates to social inequality as the main cause of criminal behaviour.
- Analysis and evaluation of interactionism eg it takes blame away from the perpetrators of crime.
- Analysis and evaluation of the New Right as it relates to social inequality as the main cause of criminal behaviour.

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| | <ul style="list-style-type: none">• 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 levels of youth crime can be explained by negative labelling. <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 group of people at the very bottom of the social scale who are dependent on welfare benefits? | 1 | | | | | | | | | | | | | | | |
| | AO1 = 1 mark D (Underclass) | | | | | | | | | | | | | | | | |
| 13 | What term is commonly used by sociologists to describe a society that rewards people based on their abilities and efforts? | 1 | | | | | | | | | | | | | | | |
| | AO1 = 1 mark C (Meritocracy) | | | | | | | | | | | | | | | | |
| 14 | Describe one type of poverty. | 3 | | | | | | | | | | | | | | | |
| | <p>AO1 = 3 marks</p> <table border="1" data-bbox="212 1075 1287 1686"> <thead> <tr> <th data-bbox="212 1075 349 1153">Level</th> <th data-bbox="349 1075 489 1153">Marks</th> <th data-bbox="489 1075 1287 1153">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 1153 349 1312">3</td> <td data-bbox="349 1153 489 1312">3</td> <td data-bbox="489 1153 1287 1312">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="212 1312 349 1503">2</td> <td data-bbox="349 1312 489 1503">2</td> <td data-bbox="489 1312 1287 1503">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 data-bbox="212 1503 349 1630">1</td> <td data-bbox="349 1503 489 1630">1</td> <td data-bbox="489 1503 1287 1630">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="212 1630 349 1686">0</td> <td data-bbox="349 1630 489 1686">0</td> <td data-bbox="489 1630 1287 1686">Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <ul data-bbox="212 1792 1265 2000" style="list-style-type: none"> • Absolute poverty eg when an individual lacks the basic necessities for survival – food, shelter etc. • Relative poverty eg when an individual's standard of living falls below that of wider society. • Child poverty eg when the family's income falls below a certain level. • Other relevant types of poverty will be credited. | 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. | |
| 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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| 15 | Identify and describe one factor that might affect an individual's life chances. | 3 |
| AO1 = 3 marks | | |
| 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. |
| <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Social class eg working classes tend to have poorer life chances. • Gender eg women tend to earn less and are more likely to do low status work. • Ethnicity eg certain ethnic groups are more likely to suffer material deprivation and do less well educationally. • Disability eg individuals with health issues are more likely to suffer from material deprivation and social exclusion. | | |

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| 16 | From Item C , examine one weakness of using non-official statistics to investigate poverty. | 2 |
| | <p>AO3 = 2 marks</p> <p>1 mark 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>1 mark 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>Indicative content</p> <ul style="list-style-type: none"> • Reliability eg non-official statistics may not have the same level of quality as official statistics. • Relative approach eg there is no objective measure of earnings or household income. • Problem with sample eg unaware how many people actually received the food packages – were some given to the same families on different occasions? | |

| 17 | <p>Identify and explain one factor which may account for the increased use of food banks as referred to in Item C.</p> | 4 | | | | | | | | | | | | | | | | | | |
|--|--|--|-------|-------|------------|---|---|--|---|---|--|---|---|---|---|---|--|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the increased use of food banks.</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 alternative 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Low pay. • Inequality in society. • The welfare state. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Low pay eg changes in the economy have resulted in more low-paid, low-status jobs and zero-hours contracts. • Inequality eg persistent structures of inequality in society. • Reforms to the welfare state such as universal credit and the benefits cap has resulted in some groups becoming welfare dependent. | | | 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 alternative factor identified. (AO1). | 0 | 0 | Nothing worthy of credit. |
| 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 alternative factor identified. (AO1). | | | | | | | | | | | | | | | | | | |
| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 18 | Identify and explain one disadvantage of using questionnaires to investigate an individual's experience of poverty. | 4 | | | | | | | | | | | | | | | | | | |
|---|--|---|-------|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---------------------------------------|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to experience of poverty.</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 disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation 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 disadvantage selected (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 disadvantage selected (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 disadvantage 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Inflexibility. • Format. • Response rate. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Would be hard for respondents to explain complex reasons for their experience of poverty in a questionnaire. • Questions may not be understood by the respondent. • Respondents living in poverty may be less likely to complete or return the questionnaire. | | | Level | Marks | Descriptor | 4 | 4 | Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2) | 3 | 3 | Relevant disadvantage selected (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 disadvantage selected (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 disadvantage selected. (AO1) | 0 | 0 | Nothing worthy of credit. |
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| 4 | 4 | Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2) | | | | | | | | | | | | | | | | | | |
| 3 | 3 | Relevant disadvantage selected (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 disadvantage selected (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 disadvantage selected. (AO1) | | | | | | | | | | | | | | | | | | |
| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 19 | <p>From Item D, identify and describe one factor that Weber believed to be important when deciding an individual's social status, 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 Weber.</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 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 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 style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>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 style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant factor 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Lifestyle. • Education. • Prestige. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Writing in the early 20th century, Weber was inspired by Marx, but offered a more complex interpretation of social stratification related to an individual's market situation. • Weber believed that members of the same social classes enjoyed similar lifestyles. • Weber believed that members of the same social classes had a similar educational background. • Weber believed that members of the same social classes shared a similar social status to their families. | | | 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. |
| 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) | | | | | | | | | | | | | | | | | | |
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| 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. | | | | | | | | | | | | | | | | | | |

| 20 | Identify and explain one factor affecting power relationships. | 4 | | | | | | | | | | | | | | | | | | |
|--|---|---|-------|-------|------------|---|---|---|---|---|---|---|---|--|---|---|-----------------------------------|---|---|---------------------------|
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to factors affecting power relationships.</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>Indicative content AO1</p> <ul style="list-style-type: none"> • Social Class. • Ethnicity. • Gender. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Elite groups are able to use their wealth and power to exploit those at the bottom. • Members of minority ethnic groups still suffer prejudice and discrimination, and are less likely to occupy positions of power. • Men still tend to hold more power than women in society, due to patriarchy. | | | 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. |
| 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) | | | | | | | | | | | | | | | | | | |
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| 1 | 1 | Relevant factor identified. (AO1) | | | | | | | | | | | | | | | | | | |
| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| 21 | Discuss how far sociologists would agree that social class is the most important factor affecting an individual's life chances. | 12 | | | | | | | | | | | | |
|--|---|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks | | | | | | | | | | | | | | |
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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

- Marxism.
- Functionalism.
- Feminism.
- The New Right.

Indicative content AO2

- Marxism eg an individual's life chances are largely related to their social class.
- Functionalism eg in a meritocracy, life chances are the product of an individual's hard work and talent.
- Feminism eg patriarchy ensures that men have better life chances than women.
- The New Right eg that life chances are related to the lifestyle choices made by an individual.

Indicative content AO3

- Analysis and evaluation of Marxism as it relates to the view that social class is the most important factor in affecting an individual's life chances.
- Analysis and evaluation of functionalism as it relates to the view that social class is the most important factor in affecting an individual's life chances.
- Analysis and evaluation of feminism as it relates to the view that social class is the most important factor in affecting an individual's life chances.
- Analysis and evaluation of the New Right as it relates to the view that social class is the most important factor in affecting an individual's life chances.

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| | <ul style="list-style-type: none">• 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 social class is the most important factor in affecting an individual's life chances. <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> | |
|--|---|--|

| 22 | Discuss how far sociologists would agree that capitalism exploits certain groups in society. | 12 | | | | | | | | | | | | |
|--|--|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks | | | | | | | | | | | | | | |
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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. |

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Indicative content AO1

- Marxism.
- Feminism.
- The New Right.
- Functionalism.
- Globalisation.

Indicative content AO2

- Marxism eg capitalism exploits the working classes in society.
- Feminism eg capitalism exploits women in particular, as men benefit from their unpaid domestic labour.
- The New Right eg the welfare state has created a benefit reliant underclass who experience low paid and insecure work as a consequence of their actions.
- Functionalism eg Davis and Moore who argue that capitalism rewards skills and talents through functional importance.
- The view that globalisation is a by-product of capitalism and has led to job insecurity and low pay in some countries.

Indicative content AO3

- Analysis and evaluation of Marxism as it relates to capitalism exploiting certain groups in society.
- Analysis and evaluation of feminism as it relates to capitalism exploiting certain groups in society.
- Analysis and evaluation of the New Right as it relates to capitalism exploiting certain groups in society.

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Analysis and evaluation of functionalism as it relates to capitalism exploiting certain groups in society. • Analysis and evaluation of the view that globalisation only has negative effects as it relates capitalism exploiting certain groups in society. • 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 capitalism exploits some groups in society. <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

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