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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 2022

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Version: 1.0 Final Mark Scheme



2 2 6 G 8 1 9 2 / 2 / M S

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**

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
01	What term is commonly used by sociologists to describe the amount of crime that goes unreported to the police?	1
	AO1 = 1 mark <b>A</b> (Dark figure)	

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
02	What term is commonly used by sociologists to describe the system of law enforcement in the United Kingdom?	1
	AO1 = 1 mark <b>C</b> (Criminal justice system)	

Qu	Marking guidance	Total marks															
03	Describe <b>one</b> way in which deviance can be seen to be socially constructed.	3															
<p>AO1 = 3 marks</p> <table border="1" data-bbox="213 461 1287 1106"> <thead> <tr> <th data-bbox="213 461 352 539">Level</th> <th data-bbox="352 461 491 539">Marks</th> <th data-bbox="491 461 1287 539">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 539 352 696">3</td> <td data-bbox="352 539 491 696">3</td> <td data-bbox="491 539 1287 696">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="213 696 352 887">2</td> <td data-bbox="352 696 491 887">2</td> <td data-bbox="491 696 1287 887">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="213 887 352 1043">1</td> <td data-bbox="352 887 491 1043">1</td> <td data-bbox="491 887 1287 1043">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="213 1043 352 1106">0</td> <td data-bbox="352 1043 491 1106">0</td> <td data-bbox="491 1043 1287 1106">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1140 467 1171"><b>Indicative content</b></p> <ul data-bbox="213 1205 1249 1447" style="list-style-type: none"> <li>• Social construction refers to patterns of behaviour based on the norms and expectations of society – in this instance the idea that crime is determined by social processes.</li> <li>• Time eg what period of time the act took place in.</li> <li>• Place eg where the act took place.</li> <li>• Social situation eg the social setting of the act.</li> <li>• Culture eg the cultural setting of the act.</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> example of corporate crime.	3															
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05	From <b>Item A</b> , examine <b>one</b> weakness of using government-reported statistics to research youth crime.	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>• Government-reported statistics do not include criminal acts by young people that have not been reported.</li> <li>• Government-reported statistics do not always include all crimes committed by young people that are reported to the police.</li> <li>• Government-reported statistics are socially constructed, and reflect the actions of the police and the criminal justice system, in response to youth crime.</li> </ul>	



Qu	Marking guidance	Total marks																		
06	Identify and explain <b>one</b> factor which may account for the relatively high level of crime that is committed by young people, according to <b>Item A</b> .	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the relatively high level of youth crime.</p> <table border="1" data-bbox="213 562 1287 1227"> <thead> <tr> <th data-bbox="213 562 352 636">Level</th> <th data-bbox="352 562 491 636">Marks</th> <th data-bbox="491 562 1287 636">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 636 352 797">4</td> <td data-bbox="352 636 491 797">4</td> <td data-bbox="491 636 1287 797">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 data-bbox="213 797 352 958">3</td> <td data-bbox="352 797 491 958">3</td> <td data-bbox="491 797 1287 958">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 data-bbox="213 958 352 1117">2</td> <td data-bbox="352 958 491 1117">2</td> <td data-bbox="491 958 1287 1117">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 data-bbox="213 1117 352 1169">1</td> <td data-bbox="352 1117 491 1169">1</td> <td data-bbox="491 1117 1287 1169">Relevant factor identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1169 352 1227">0</td> <td data-bbox="352 1169 491 1227">0</td> <td data-bbox="491 1169 1287 1227">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1263 533 1294"><b>Indicative content AO1</b></p> <ul data-bbox="213 1335 491 1435" style="list-style-type: none"> <li>• Status frustration.</li> <li>• Labelling theory.</li> <li>• Youth subcultures.</li> </ul> <p data-bbox="213 1471 537 1503"><b>Indicative content AO2</b></p> <ul data-bbox="213 1543 1287 1816" style="list-style-type: none"> <li>• Functionalist idea that youth crime is a response to young people's inability to achieve success through socially-approved means, resulting in them gaining approval through challenging authority.</li> <li>• Interactionist idea that young people are labelled as 'typical offenders' so are more likely to be targeted by agencies of social control.</li> <li>• Marxist idea that youth crime is a response to the controlling mechanisms of the adult world of capitalism. (NB Youth subculture is not an exclusively Marxist concept).</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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07	Identify and explain <b>one</b> disadvantage of using overt observation to study anti-social behaviour amongst young people.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the use of overt observation to study anti-social behaviour.</p> <table border="1" data-bbox="213 562 1286 1227"> <thead> <tr> <th data-bbox="213 562 352 636">Level</th> <th data-bbox="352 562 491 636">Marks</th> <th data-bbox="491 562 1286 636">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 636 352 797">4</td> <td data-bbox="352 636 491 797">4</td> <td data-bbox="491 636 1286 797">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 data-bbox="213 797 352 958">3</td> <td data-bbox="352 797 491 958">3</td> <td data-bbox="491 797 1286 958">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 data-bbox="213 958 352 1117">2</td> <td data-bbox="352 958 491 1117">2</td> <td data-bbox="491 958 1286 1117">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 data-bbox="213 1117 352 1169">1</td> <td data-bbox="352 1117 491 1169">1</td> <td data-bbox="491 1117 1286 1169">Relevant disadvantage selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1169 352 1227">0</td> <td data-bbox="352 1169 491 1227">0</td> <td data-bbox="491 1169 1286 1227">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1263 533 1294"><b>Indicative content AO1</b></p> <ul data-bbox="213 1335 491 1435" style="list-style-type: none"> <li>• Hawthorne effect.</li> <li>• Observer effect.</li> <li>• 'Guilty knowledge'.</li> </ul> <p data-bbox="213 1471 544 1503"><b>Indicative content AO2</b></p> <ul data-bbox="213 1543 1286 1783" style="list-style-type: none"> <li>• If the subjects know that they are being studied, they are likely to change their behaviour.</li> <li>• Those being observed may behave in a more socially acceptable manner, or behave worse to 'show off'.</li> <li>• Observer 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 put people at risk.</li> </ul>			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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08	From <b>Item B</b> , identify and describe the research method used by Carlen, including what you know of her perspective on female criminality.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Carlen.</p> <table border="1" data-bbox="213 562 1286 1294"> <thead> <tr> <th data-bbox="213 562 352 636">Level</th> <th data-bbox="352 562 491 636">Marks</th> <th data-bbox="491 562 1286 636">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 636 352 831">4</td> <td data-bbox="352 636 491 831">4</td> <td data-bbox="491 636 1286 831">Relevant research method 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="213 831 352 1025">3</td> <td data-bbox="352 831 491 1025">3</td> <td data-bbox="491 831 1286 1025">Relevant research method 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 1025 352 1182">2</td> <td data-bbox="352 1025 491 1182">2</td> <td data-bbox="491 1025 1286 1182">Relevant research method 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 1182 352 1238">1</td> <td data-bbox="352 1182 491 1238">1</td> <td data-bbox="491 1182 1286 1238">Relevant research method selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1238 352 1294">0</td> <td data-bbox="352 1238 491 1294">0</td> <td data-bbox="491 1238 1286 1294">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1335 533 1364"><b>Indicative content AO1</b></p> <ul data-bbox="213 1402 560 1433" style="list-style-type: none"> <li>• Unstructured interviews.</li> </ul> <p data-bbox="213 1471 536 1503"><b>Indicative content AO2</b></p> <ul data-bbox="213 1541 1257 1816" style="list-style-type: none"> <li>• Carlen used an unstructured approach, which allowed her to explore in depth the issues raised by each of the women.</li> <li>• Carlen approached the study of female criminality from a feminist perspective eg that patriarchy controls female behaviour.</li> <li>• Carlen used control theory as a basis of her approach, suggesting that the working-class women she studied had been controlled through the promise of rewards. Where these rewards are not attainable, criminality becomes viable for working-class women.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant research method 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 research method 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 research method 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 research method selected. (AO1)	0	0	Nothing worthy of credit.
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09	Identify <b>one</b> disadvantage of using a qualitative method to investigate criminal behaviour and explain how you would deal with this in your investigation.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the use of a qualitative method to investigate criminal behaviour.</p> <table border="1" data-bbox="213 591 1287 1326"> <thead> <tr> <th data-bbox="213 591 352 667">Level</th> <th data-bbox="352 591 491 667">Marks</th> <th data-bbox="491 591 1287 667">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 667 352 860">4</td> <td data-bbox="352 667 491 860">4</td> <td data-bbox="491 667 1287 860">Relevant disadvantage identified (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 data-bbox="213 860 352 1052">3</td> <td data-bbox="352 860 491 1052">3</td> <td data-bbox="491 860 1287 1052">Relevant disadvantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1052 352 1211">2</td> <td data-bbox="352 1052 491 1211">2</td> <td data-bbox="491 1052 1287 1211">Relevant disadvantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods offered, that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1211 352 1267">1</td> <td data-bbox="352 1211 491 1267">1</td> <td data-bbox="491 1211 1287 1267">Relevant disadvantage identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1267 352 1326">0</td> <td data-bbox="352 1267 491 1326">0</td> <td data-bbox="491 1267 1287 1326">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1361 533 1391"><b>Indicative content AO1</b></p> <ul data-bbox="213 1429 596 1525" style="list-style-type: none"> <li>• Practical difficulties.</li> <li>• Ethical considerations.</li> <li>• Theoretical considerations.</li> </ul> <p data-bbox="213 1563 536 1592"><b>Indicative content AO2</b></p> <ul data-bbox="213 1630 1287 1973" style="list-style-type: none"> <li>• As criminal behaviour is often a spontaneous act, it is hard to know when and where it is likely to occur. Strategies would need to be identified to deal with this eg key informants.</li> <li>• There are issues surrounding the ethics of the study, such as can informed consent be obtained by all the parties involved etc. Strategies would need to be identified to deal with this eg by providing participants with a transcript of any interviews.</li> <li>• Positivists would argue that qualitative methods tend to use small samples, making it harder to generalise results. Strategies would need to be identified to deal with this eg triangulation.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant disadvantage identified (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 identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant disadvantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods offered, that is only weakly applied to the context. (AO2)	1	1	Relevant disadvantage identified. (AO1)	0	0	Nothing worthy of credit.
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1	1	Relevant disadvantage identified. (AO1)																		
0	0	Nothing worthy of credit.																		

Qu	Marking guidance	Total marks			
10	Discuss how far sociologists would agree that prison is an effective form of social control.	12			
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks					
<table border="1"> <thead> <tr> <th data-bbox="212 495 352 573">Level</th> <th data-bbox="352 495 491 573">Marks</th> <th data-bbox="491 495 1289 573">Descriptor</th> </tr> </thead> </table>			Level	Marks	Descriptor
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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**

- Functionalism.
- Marxism.
- Interactionism.
- Arguments for the use of prisons.
- Arguments against the use of prisons.
- Alternatives to prisons.

**Indicative content AO2**

- Functionalism eg prisons enforce dominant norms and values of society by publicly punishing those that deviate from the norm.

	<ul style="list-style-type: none"> <li>• Marxism eg prisons, as with the wider Criminal Justice System, are overly punitive towards working-class crimes and do not punish the crimes of the powerful.</li> <li>• Interactionism eg certain groups in society – the poor and ethnic minorities – are more likely to be in prison because they are criminalised through negative labelling.</li> <li>• Arguments for prisons eg they act as a deterrent, they keep the public safe from offenders.</li> <li>• Arguments against the use of prisons eg high rate of reoffence, lack of rehabilitation etc.</li> <li>• Alternatives to prison eg community orders, fines, tagging etc.</li> </ul> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of functionalism as it relates to the effectiveness of prisons as a form of social control.</li> <li>• Analysis and evaluation of Marxism as it relates to the effectiveness of prisons as a form of social control.</li> <li>• Analysis and evaluation of interactionism as it relates to the effectiveness of prisons as a form of social control.</li> <li>• Analysis and evaluation of arguments for the effectiveness of prisons as a form of social control.</li> <li>• Analysis and evaluation of arguments against the effectiveness of prisons as a form of social control.</li> <li>• Analysis and evaluation of the alternatives to the use of prisons.</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 prison is an effective form of social control.</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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Qu	Marking guidance	Total marks												
11	Discuss how far sociologists would agree that youth crime can be explained by negative labelling.	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**

- Interactionism.
- Functionalism.
- Marxism.
- Alternative explanations of youth crime.

**Indicative content AO2**

- Interactionism eg many people commit criminal acts but only some people are caught and labelled for it – in this case young people.
- Functionalism eg the work of Cohen, who suggests that crime is caused by frustration at the lack of opportunity some young people face.
- Marxism eg crime is a reaction to class-based inequality and economic exploitation as opposed to labelling.
- Alternative explanations eg edgework, socialisation, lack of educational attainment/opportunity etc.

**Indicative content AO3**

- Analysis and evaluation of the interactionism eg it takes blame away from the young perpetrators of crime.
- Analysis and evaluation of functionalism as it relates to the view that levels of youth crime can be explained by negative labelling.
- Analysis and evaluation of Marxism as it relates to the view that that levels of youth crime can be explained by negative labelling.
- Analysis and evaluation of other explanations of youth crime.

	<ul style="list-style-type: none"><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 levels of youth crime can be explained by negative labelling.</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 individuals who lack the resources that are available to most people in society?	1
	AO1 = 1 mark <b>C</b> (Relative poverty)	

Qu	Marking guidance	Total marks
13	What term is commonly used by sociologists to describe a male-dominated society?	1
	AO1 = 1 mark <b>D</b> (Patriarchy)	

Qu	Marking guidance	Total marks															
14	Describe <b>one</b> example of social stratification.	3															
	<p>AO1 = 3 marks</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>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>2</td> <td>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>1</td> <td>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>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Class eg socio-economic class, based on economic inequality and commonly found in urban, industrial societies.</li> <li>• Ethnicity eg based on cultural differences between different ethnic groups.</li> <li>• Gender eg based on sex and the associated life chances of men and women.</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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15	Identify and describe <b>one</b> example of a social group who are more likely to experience poverty.	3															
<p>AO1 = 3 marks</p> <table border="1" data-bbox="213 490 1287 1099"> <thead> <tr> <th data-bbox="213 490 352 566">Level</th> <th data-bbox="352 490 491 566">Marks</th> <th data-bbox="491 490 1287 566">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 566 352 725">3</td> <td data-bbox="352 566 491 725">3</td> <td data-bbox="491 566 1287 725">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="213 725 352 918">2</td> <td data-bbox="352 725 491 918">2</td> <td data-bbox="491 725 1287 918">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="213 918 352 1041">1</td> <td data-bbox="352 918 491 1041">1</td> <td data-bbox="491 918 1287 1041">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="213 1041 352 1099">0</td> <td data-bbox="352 1041 491 1099">0</td> <td data-bbox="491 1041 1287 1099">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1137 472 1167"><b>Indicative Content</b></p> <ul data-bbox="213 1205 1287 1413" style="list-style-type: none"> <li>• Women eg less likely to have the earning power of men and more likely to live in ‘hidden poverty’.</li> <li>• Groups within ethnic minorities eg certain groups less likely to do well in school, live in high poverty areas etc.</li> <li>• Young people eg there are high levels of youth unemployment, NEETs (Not in Education, Employment, or Training) etc.</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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Qu	Marking guidance	Total marks
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>• A national statistic, based on a large representative sample.</li> <li>• Easily accessible secondary resource available online.</li> <li>• Several years of data can reveal trends over time.</li> </ul>	

Qu	Marking guidance	Total marks																		
17	Identify and explain <b>one</b> factor which may account for the relatively low numbers of students from some minority ethnic backgrounds attending university, as referred to in <b>Item C</b> .	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the relatively low numbers of students from minority ethnic backgrounds attending university.</p> <table border="1" data-bbox="213 629 1286 1294"> <thead> <tr> <th data-bbox="213 629 352 703">Level</th> <th data-bbox="352 629 491 703">Marks</th> <th data-bbox="491 629 1286 703">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 703 352 864">4</td> <td data-bbox="352 703 491 864">4</td> <td data-bbox="491 703 1286 864">Relevant factor identified (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 data-bbox="213 864 352 1025">3</td> <td data-bbox="352 864 491 1025">3</td> <td data-bbox="491 864 1286 1025">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 data-bbox="213 1025 352 1184">2</td> <td data-bbox="352 1025 491 1184">2</td> <td data-bbox="491 1025 1286 1184">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 data-bbox="213 1184 352 1238">1</td> <td data-bbox="352 1184 491 1238">1</td> <td data-bbox="491 1184 1286 1238">Relevant factor identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1238 352 1294">0</td> <td data-bbox="352 1238 491 1294">0</td> <td data-bbox="491 1238 1286 1294">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1335 533 1364"><b>Indicative content AO1</b></p> <ul data-bbox="213 1402 1150 1541" style="list-style-type: none"> <li>• Educational underperformance of some minority ethnic groups.</li> <li>• Concentration of minority ethnic groups in lower-earning occupations.</li> <li>• Discrimination in university admissions.</li> <li>• Lack of minority ethnic role models.</li> </ul> <p data-bbox="213 1576 536 1606"><b>Indicative content AO2</b></p> <ul data-bbox="213 1644 1281 1883" style="list-style-type: none"> <li>• Some minority ethnic groups achieve poorer educational outcomes.</li> <li>• Low earnings mean that some minority ethnic students are put off from going to university and accruing more debt.</li> <li>• Recruitment practices of universities can institutionally discriminate against minority ethnic groups.</li> <li>• Lack of minority ethnic senior academics results in minority ethnic students thinking it is ‘not for them’.</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 good 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	Identify and explain <b>one</b> advantage of using ethnography as a research method to investigate life chances.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the use of ethnography to investigate life chances.</p> <table border="1" data-bbox="213 562 1286 1229"> <thead> <tr> <th data-bbox="213 562 352 636">Level</th> <th data-bbox="352 562 491 636">Marks</th> <th data-bbox="491 562 1286 636">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 636 352 797">4</td> <td data-bbox="352 636 491 797">4</td> <td data-bbox="491 636 1286 797">Relevant advantage 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 data-bbox="213 797 352 958">3</td> <td data-bbox="352 797 491 958">3</td> <td data-bbox="491 797 1286 958">Relevant advantage 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 data-bbox="213 958 352 1120">2</td> <td data-bbox="352 958 491 1120">2</td> <td data-bbox="491 958 1286 1120">Relevant advantage 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 data-bbox="213 1120 352 1171">1</td> <td data-bbox="352 1120 491 1171">1</td> <td data-bbox="491 1120 1286 1171">Relevant advantage selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1171 352 1229">0</td> <td data-bbox="352 1171 491 1229">0</td> <td data-bbox="491 1171 1286 1229">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1267 533 1299"><b>Indicative content AO1</b></p> <ul data-bbox="213 1337 1262 1440" style="list-style-type: none"> <li>• Directly observed social behaviour.</li> <li>• Provides qualitative data on life chances.</li> <li>• Allows for qualitative comparisons between different cultures or social groups.</li> </ul> <p data-bbox="213 1473 536 1505"><b>Indicative content AO2</b></p> <ul data-bbox="213 1543 1238 1713" style="list-style-type: none"> <li>• Researchers are often embedded with the same group over a long period of time.</li> <li>• Researchers can reveal high quality direct experiences of life chances.</li> <li>• Researchers can examine different social and cultural influences and their impact on life chances.</li> </ul>	Level	Marks	Descriptor	4	4	Relevant advantage 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 advantage 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 advantage 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 advantage selected. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance	Total marks																		
19	From <b>Item D</b> , identify and describe <b>one</b> patriarchal structure in society as identified by Walby, including what you know of her perspective of gender inequality.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the work of Walby.</p> <table border="1" data-bbox="213 593 1287 1261"> <thead> <tr> <th data-bbox="213 593 352 669">Level</th> <th data-bbox="352 593 491 669">Marks</th> <th data-bbox="491 593 1287 669">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 669 352 828">4</td> <td data-bbox="352 669 491 828">4</td> <td data-bbox="491 669 1287 828">Relevant structure selected (AO1) with 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="213 828 352 987">3</td> <td data-bbox="352 828 491 987">3</td> <td data-bbox="491 828 1287 987">Relevant structure 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="213 987 352 1146">2</td> <td data-bbox="352 987 491 1146">2</td> <td data-bbox="491 987 1287 1146">Relevant structure 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 1146 352 1202">1</td> <td data-bbox="352 1146 491 1202">1</td> <td data-bbox="491 1146 1287 1202">Relevant structure selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1202 352 1261">0</td> <td data-bbox="352 1202 491 1261">0</td> <td data-bbox="491 1202 1287 1261">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1294 533 1328"><b>Indicative content AO1</b></p> <ul data-bbox="213 1368 651 1576" style="list-style-type: none"> <li>• The household.</li> <li>• Paid work.</li> <li>• The state.</li> <li>• Sexuality.</li> <li>• Male violence towards women.</li> <li>• Cultural institutions.</li> </ul> <p data-bbox="213 1615 536 1648"><b>Indicative content AO2</b></p> <ul data-bbox="213 1686 1267 2024" style="list-style-type: none"> <li>• Writing from a feminist perspective, Walby believes that patriarchy is central to our understanding of society.</li> <li>• The household eg women leaving relationships can push them into poverty.</li> <li>• Paid work eg many women are in lower paid work than men.</li> <li>• The state eg an inadequate welfare system disadvantages women.</li> <li>• Sexuality eg sexual double standards for men and women.</li> <li>• Male violence towards women eg the state does not intervene to protect women.</li> <li>• Cultural institutions eg the media show women as housewives or sexual objects.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant structure selected (AO1) with 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 structure 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 structure 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 structure selected. (AO1)	0	0	Nothing worthy of credit.
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0	0	Nothing worthy of credit.																		



Qu	Marking guidance	Total marks																		
20	Identify and explain <b>one</b> way in which social class at birth can influence an individual's future life chances.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to how social class at birth can impact life chances.</p> <table border="1" data-bbox="213 562 1287 1229"> <thead> <tr> <th data-bbox="213 562 352 640">Level</th> <th data-bbox="352 562 491 640">Marks</th> <th data-bbox="491 562 1287 640">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 640 352 797">4</td> <td data-bbox="352 640 491 797">4</td> <td data-bbox="491 640 1287 797">Relevant way identified (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 data-bbox="213 797 352 954">3</td> <td data-bbox="352 797 491 954">3</td> <td data-bbox="491 797 1287 954">Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 954 352 1111">2</td> <td data-bbox="352 954 491 1111">2</td> <td data-bbox="491 954 1287 1111">Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1111 352 1167">1</td> <td data-bbox="352 1111 491 1167">1</td> <td data-bbox="491 1111 1287 1167">Relevant way identified (AO1).</td> </tr> <tr> <td data-bbox="213 1167 352 1229">0</td> <td data-bbox="352 1167 491 1229">0</td> <td data-bbox="491 1167 1287 1229">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1263 533 1296"><b>Indicative content AO1</b></p> <ul data-bbox="213 1335 595 1469" style="list-style-type: none"> <li>• Health.</li> <li>• Educational attainment.</li> <li>• Employment opportunities.</li> <li>• Earning potential.</li> </ul> <p data-bbox="213 1507 537 1541"><b>Indicative content AO2</b></p> <ul data-bbox="213 1576 1214 1749" style="list-style-type: none"> <li>• Members of lower socio-economic groups tend to have worse health.</li> <li>• Members of lower socio-economic groups tend to do less well in school.</li> <li>• Members of lower socio-economic groups tend to have fewer employment opportunities.</li> <li>• Members of lower socio-economic groups tend to earn less on average.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant way identified (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 way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	2	2	Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	1	1	Relevant way identified (AO1).	0	0	Nothing worthy of credit.
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Qu	Marking guidance	Total marks												
21	Discuss how far sociologists would agree that Britain today is a meritocracy.	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.
- The New Right.
- Marxism.
- Feminism.

**Indicative content AO2**

- Functionalism eg a meritocratic society rewards an individual for their hard work and talent eg through educational attainment.
- The New Right eg a meritocratic society rewards hard work – the underclass in society are poor as a consequence of their lifestyle choices.
- Marxism eg society is not meritocratic, in that an individual’s social status is related to their social class.
- Feminism eg society is not meritocratic, in that patriarchy ensures that men have better life chances than women.

**Indicative content AO3**

- Analysis and evaluation of functionalism as it relates to the view that modern Britain is a meritocracy.
- Analysis and evaluation of the New Right as it relates to the view that that modern Britain is a meritocracy.
- Analysis and evaluation of Marxism as it relates to the view that modern Britain is a meritocracy.
- Analysis and evaluation of feminism as it relates to the view that that modern Britain is a meritocracy.

	<ul style="list-style-type: none"><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 that modern Britain is a meritocracy.</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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Qu	Marking guidance	Total marks												
22	Discuss how far sociologists would agree that the welfare state has been successful in reducing poverty.	12												
AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks														
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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**

- The New Right.
- Marxism.
- Feminism.
- Alternative perspectives.

**Indicative content AO2**

- The New Right view eg that the welfare state is not effective as it has created dependency culture and interferes with an individual's right to choose.
- Marxism eg the welfare state does nothing but prolong the exploitation of workers.
- Feminism eg the welfare state is not effective as through its support for conventional family types, it maintains patriarchy.
- Alternative perspectives on the welfare state eg social democratic perspective that the welfare state is effective as it regulates capitalism.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the New Right as it relates to the view that the welfare state has been effective in eliminating poverty.</li> <li>• Analysis and evaluation of Marxism as it relates to the view that the welfare state has been effective in eliminating poverty.</li> <li>• Analysis and evaluation of feminism as it relates to the view that the welfare state has been effective in eliminating poverty.</li> <li>• Analysis and evaluation of alternative views (social democratic) as they relate to the view that the welfare state has been effective in eliminating 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 the welfare state has been effective in eliminating poverty.</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>