

**GCSE  
SOCIOLOGY  
8192/2**

**PAPER 2 THE SOCIOLOGY OF CRIME AND DEVIANCE AND SOCIAL  
STRATIFICATION**

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**Mark scheme**

**SAMS**

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Version 1.0

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 Assessment Writer.

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)

## 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.

When a student responds with more responses than are required by the question you should mark all responses and then credit only the response that is worthy of the highest credit. For example, when students are asked to identify and explain **one** example but provide more, all should be marked but only the best example credited.

### 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. Examples of additional relevant responses will be discussed at standardisation, if you have any doubts you should contact your team leader for clarification.

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

Examiners are required to assign each of the candidates' responses to the most appropriate level according to its overall quality, and then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives (see

page 4) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training.

### **Assessment Objectives**

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

**Section A: Crime and Deviance**

Qu	Marking guidance	Total marks															
01	What term is used by sociologists to describe crimes committed by large companies?	1															
	AO1 = 1 mark <b>A</b>																
02	Which of the following is described by sociologists as a formal agency of social control?	1															
	AO1 = 1 mark <b>D</b>																
03	Describe <b>one</b> example of a criminal subculture.	3															
	<p>AO1 = 3 marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• A sub-culture often involving predominantly but not exclusively young males.</li> <li>• A group whose criminal behaviour conflicts with the norms, values and expectations of the wider community.</li> <li>• A group who place a high value on anti-social acts eg crime, violence and vandalism.</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> informal agency of social control.	3															
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05	From <b>Item A</b> , examine <b>one</b> strength of research using official statistics on 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 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 AO3</b></p> <ul style="list-style-type: none"> <li>• Quantitative data collected on a large scale and subject to government guidelines/official standards.</li> <li>• The validity of findings based on the CSEW are not undermined by procedural changes in data collection (in the way that police</li> </ul>		

	<p>recorded crime has been).</p> <ul style="list-style-type: none"> <li>• Enables comparisons to be made with results of alternative victim surveys and self-report studies.</li> <li>• Provides a readily available source of data for sociologists investigating crime.</li> <li>• Data can be used to suggest trends.</li> </ul>	
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06	Describe the type of crime survey in <b>Item A</b> . Identify the trend shown by the data and explain <b>one</b> factor which may account for this trend.	4
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	<p>AO1 = 1 mark, AO2 = 3 marks</p> <p>Context here refers to data from the Crime Survey for England and Wales.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant type of survey selected (AO1). Downward trend identified 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 type of survey selected (AO1). Downward trend identified 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 type of survey selected (AO1). Downward trend identified with either no explanation or 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 type of survey selected. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• A victim survey of UK households (accept survey asking people about their experience of crime).</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• The trend is down (accept reducing or falling)</li> <li>• Changes in social behaviour eg fewer cash-based transactions.</li> <li>• Changes in technology used to combat crime eg improved car security, surveillance cameras and mobile devices that can be 'locked' and 'tracked'.</li> <li>• Changes in procedures for gathering data may distort any apparent trends in recorded crime.</li> </ul>	Level	Mark	Descriptor	4	4	Relevant type of survey selected (AO1). Downward trend identified 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 type of survey selected (AO1). Downward trend identified 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 type of survey selected (AO1). Downward trend identified with either no explanation or 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 type of survey selected. (AO1)	0	0	Nothing worthy of credit.	
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08	From <b>Item B</b> , identify and describe the method used by Frances Heidensohn including what you know of her perspective on female criminal behaviour.	4																		



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09	<p>Identify <b>one</b> ethical issue that you would need to consider when investigating anti-social behaviour in a community and explain how you would deal with this issue in your investigation.</p>	4						
	<p>AO1 = 1 mark, AO2 = 3 marks</p> <p>'Context' here refers to anti-social behaviour in a community.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant ethical issue selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and</td> </tr> </tbody> </table>	Level	Mark	Descriptor	4	4	Relevant ethical issue selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and	
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0	0	Nothing worthy of credit.	
<p><b>Indicative content AO1</b></p> <p>Ethical issues (students select <b>one</b> issue – accept relevant alternatives):</p> <ul style="list-style-type: none"> <li>• Anonymity</li> <li>• Confidentiality</li> <li>• Informed consent</li> <li>• Avoidance of harm</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Anonymity; ensuring names were not revealed in your report or in the data collection process as related to the issue under investigation (anti-social behaviour).</li> <li>• Confidentiality; keeping personal details between you and the respondent as related to the issue under investigation (anti-social behaviour).</li> <li>• Gaining informed consent; making sure that your respondents know what you are doing and agree to participate as related to the issue under investigation (anti-social behaviour).</li> <li>• Ensuring no harm comes to anyone involved as related to the issue under investigation (anti-social behaviour).</li> </ul>			

10	Discuss how far sociologists agree that official statistics of crime do <b>not</b> accurately reflect the true level of middle class criminal behaviour.	12									
	AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks										
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			<p>raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>	
	3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	
	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</p>	

		argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
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 against each objective, or a mixture of level 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- White collar crime.
- Marxism.
- Complex crimes.
- Corporate crime.
- Official statistics.

**Indicative content AO2**

- Evidence of the existence of more 'white collar' crime than official statistics would seem to suggest.
- Marxist theories of the impact of social class on reporting and recording crime eg that working class crime is far more likely to be reported and recorded.
- The difficulty of detecting and prosecuting complex 'crimes without victims' committed by middle class professional eg large scale fraud and financial crimes which may benefit a number of corrupt individuals. Leading to the under reporting of such crimes.
- The cost and difficulty of prosecuting corporate crimes when the companies involved have access to massive resources and skilled lawyers. Leading to a relatively small number of prosecutions by over-stretched government agencies.
- The questionable validity of some official statistics eg police recorded crimes are no longer recognized as meeting ONS criteria.

**Indicative content AO3**

- Analysis and evaluation of the extent of 'white collar' crime.
- Analysis and evaluation of Marxist theories.
- Analysis and evaluation of the difficulty of the difficulty of detecting and prosecuting complex 'crimes without victims'.
- Analysis and evaluation of the difficulty of prosecuting corporate crimes.
- Analysis and evaluation of the questionable validity of some official statistics.
- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that official statistics of crime do not accurately

	<p style="text-align: center;">reflect the true level of criminal behaviour by middle class professionals.</p> <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 agree that the level of youth crime reflects how well parents control their children.	12
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	<p>AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">10-12</td> <td> <p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p> </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7-9</td> <td> <p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4-6</td> <td> <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,</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>	3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories,</p>	
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		<p>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 against each objective, or a mixture of level 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalism.
- Marxism.
- Interactionism.
- Control theory.
- Subcultural approaches.
- Ecological approaches.

**Indicative content AO2**

- Functionalist theories about the importance of primary socialisation and parental social control of their children.
- Marxist theories emphasising working class lack of opportunity and youth unemployment rates, economic and/or social marginalisation.
- Interactionist theory eg labelling young people who exhibit

	<p>deviant/anti-social behaviour.</p> <ul style="list-style-type: none"> <li>• Control theory eg ideas on youth crime prevention within a community.</li> <li>• Subcultural approaches eg peer group pressure and status frustration.</li> <li>• Ecological approaches eg the significance of the type of area in which the young people live and grew up in.</li> </ul> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of Functionalist theories.</li> <li>• Analysis and evaluation of Marxist theories.</li> <li>• Analysis and evaluation of Interactionist theories.</li> <li>• Analysis and evaluation control theory.</li> <li>• Analysis and evaluation of subcultural approaches.</li> <li>• Analysis and evaluation of ecological approaches.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that the level of youth crime reflects how well parents control their children</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**

12	What term is commonly used by sociologists to describe research that involves collecting data from the same sample group over time?	1
	AO1 = 1 mark <b>B</b>	

13	What term is commonly used by sociologists to describe an individual's movement up or down the social scale?	1
	AO1 = 1 mark <b>C</b>	

14	Describe <b>one</b> example of ascribed status.	3															
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15	Identify and describe <b>one</b> example of how the traditional role of women in society may make them more likely to experience poverty.	3															
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<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Women are more likely to be in low-paid or part-time employment.</li> <li>• Women who are lone parents are often faced with expensive child care costs.</li> <li>• Women are more likely to take a caring role for elderly parents or family members experiencing long-term health problems limiting opportunities for employment.</li> </ul>																	

16	From <b>Item C</b> , examine <b>one</b> strength of the research.	2
AO3 = 2 marks		
<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>• The researcher’s status as a youth worker enabled him to act as a participant observer increasing the likely validity of his findings.</li> <li>• The use of mixed methods (interviews and observations) increasing the likely validity of findings.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Interviews and observations would produce qualitative (in-depth) data.</li> <li>• The experiences of male and female participants can be compared.</li> <li>• It would be possible to generalise from the experience of these young people in order to understand the needs of others placed in a similar position.</li> </ul>	
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17	Identify and explain <b>one</b> factor which might limit a young person's opportunities to find secure long-term employment as experienced by many of the young people referred to in <b>Item C</b> .	4
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<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Social class.</li> <li>• Gender.</li> <li>• Ethnicity.</li> <li>• Educational qualifications.</li> <li>• Economic conditions.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Social class eg young people from working class backgrounds are less able to access unpaid work experience (internships).</li> <li>• Gender discrimination eg young women who experience illegal discrimination.</li> <li>• Discrimination against members of ethnic minority groups eg young people from ethnic minority groups who experience illegal</li> </ul>																				

	<p>discrimination.</p> <ul style="list-style-type: none"> <li>• Lack of educational qualifications limits opportunities for employment or denies access to higher education (links to social class, gender and ethnicity).</li> <li>• Lack of well-paid/secure employment opportunities due to adverse economic conditions.</li> </ul>	
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18	<p>Identify and explain <b>one</b> disadvantage of using structured interviews to research young people's experience of unemployment.</p>	4																		
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19	From <b>Item D</b> , identify and describe one group that Marx believed had failed to benefit from the development of industry, including what you know of his perspective on these events.	4																		
<p>AO1 = 1 mark, AO2 = 3 marks</p> <p>'Context' here refers to the work of Marx on socio-economic class in nineteenth century capitalist society.</p> <table border="1" data-bbox="301 602 1233 1218"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant social group selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td> </tr> <tr> <td>3</td> <td>3</td> <td>Relevant social group selected (AO1) with an 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>2</td> <td>2</td> <td>Relevant social group 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>1</td> <td>1</td> <td>Relevant social group selected. (AO1)</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• The petty bourgeoisie.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Writing in nineteenth century Britain (whilst exiled from his native Germany), Marx used the term bourgeoisie to describe wealthier members of society who controlled the means of production (factories, mines etc). This group had power over the workers (the proletariat) that they employed and generally benefitted from the growth of modern industry (capitalism).</li> <li>• The term petty bourgeoisie is used by Marx to describe small scale, self-employed producers who were vulnerable to competition from more powerful large-scale industrial concerns. The petty bourgeoisie feared what a modern sociologist would describe as downward social mobility (loss of income and status) that they were powerless to prevent.</li> <li>• Marx believed that the capitalist economic system would create the conditions for revolutionary change and the emergence of a more equal communist society.</li> </ul>			Level	Mark	Descriptor	4	4	Relevant social group selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	3	3	Relevant social group selected (AO1) with an 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 social group 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 social group selected. (AO1)	0	0	Nothing worthy of credit.
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20	Identify and explain <b>one</b> feature of British society which led the sociologist Charles Murray to conclude that there was a growing underclass in Britain.	4																		
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<p><b>Indicative content AO1</b></p> <p>Features of British society associated with the growth of an 'underclass' (students select <b>one</b> feature – accept relevant alternatives):</p> <ul style="list-style-type: none"> <li>• Benefit dependency</li> <li>• Juvenile delinquency</li> <li>• Loss of 'traditional' values</li> </ul>																				
<p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Murray argued that government policies in Britain (and the USA) in the 1980s at a time of high unemployment and economic change, had encouraged increasing numbers of people to become dependent on benefits leading to the creation of an 'underclass' at the lowest level of society.</li> <li>• Murray defined the underclass largely in terms of their behaviour eg juvenile delinquency and rising rates of illegitimacy, factors that he identified in British society in the 1980s at a time of high unemployment and economic change.</li> <li>• Murray describes the loss of 'traditional' values such as honesty, family life and hard work amongst the underclass, factors that he identified in British society in the 1980s at a time of high unemployment and economic change.</li> </ul>																				

21	Discuss how far sociologists agree that social class rather than gender or ethnicity is the most important division in British society.	12												
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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 against each objective, or a mixture of level 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Marxism
- Feminism
- Socio-economic class
- Attitude surveys
- Official statistics
- Gender
- Ethnicity
- Religion and culture (alternative factor)

**Indicative content AO2**

- Marxist theories that class is more significant than gender or ethnicity.
- Feminist theories on patriarchy and the continued dominant position of men in positions of power and influence in society.
- Class differences in life chances and lifestyles including education, health, working conditions, housing, life expectancy.
- Attitude surveys – self-assigned class/decline of class identities.
- Official statistics/survey data on social mobility.
- The effects of gender upon class and status divisions.
- The effects of ethnicity upon class and status divisions.
- Religious and cultural differences as a source of divisions in society (alternative factor).

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the Marxist theories.</li> <li>• Analysis and evaluation of the Feminist theories.</li> <li>• Analysis and evaluation of class differences in life chances and lifestyles.</li> <li>• Analysis and evaluation of data from attitude surveys.</li> <li>• Analysis and evaluation of data from official statistics.</li> <li>• Analysis and evaluation of the significance of gender upon class and status divisions.</li> <li>• Analysis and evaluation of the significance of ethnicity upon class and status divisions.</li> <li>• Analysis and evaluation of the significance of religious and cultural differences as a source of divisions in society.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that social class rather than gender or ethnicity is the most important division in British society.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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22	<p>Discuss how far sociologists agree that a breakdown of the traditional family is one of the most important reasons that child poverty exists in modern British society.</p>	12												
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**Indicative content AO1**

- New Right.
- Marxism.
- Functionalism.
- Welfare dependency.
- Cycle of deprivation.
- Lone parents.
- Survey data.

**Indicative content AO2**

- New Right theories on threats to the family (permissiveness, social change and government policies).
- Marxist theories on the inequalities in society.
- Functionalist theories on meritocracy and social mobility.
- Welfare dependency eg reliance upon state benefits rather than support from the wider family.
- The cycle of deprivation eg poverty passed from one generation to the next as children grow up and marry from within the same social group with similar life experiences and expectations (culture of poverty).
- Reasons for the increase in lone parents eg divorce reform.

	<ul style="list-style-type: none"> <li>• Official statistics/survey data on child poverty and social mobility.</li> </ul> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of New Right theories.</li> <li>• Analysis and evaluation of Marxist theories.</li> <li>• Analysis and evaluation of Functionalist theories.</li> <li>• Analysis and evaluation of the welfare dependency.</li> <li>• Analysis and evaluation of the cycle of deprivation.</li> <li>• Analysis and evaluation of the increase in lone parents.</li> <li>• Analysis and evaluation of statistics/survey data.</li> <li>• Evidence based judgements and conclusions relating to the issues of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that a breakdown of the traditional family is one of the most important reasons that child poverty exists in modern British society.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
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
<b>Paper total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

