



GCSE MARKING SCHEME

SUMMER 2019

**SOCIOLOGY - COMPONENT 2
C200U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE SOCIOLOGY
SUMMER 2019 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Component 2

The questions on this exam paper assess all three assessment objectives AO1, AO2 and AO3. The assessment objectives focus on:

- the ability to demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)
- the ability to apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)
- the ability to analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgment and draw conclusions (AO3)

The structure of the mark scheme

In high-tariff questions, the mark scheme has two parts:

- An assessment grid showing bands and associated marks that should be allocated to responses which demonstrate the characteristics required by the appropriate assessment objectives(s) relevant to the question
- Indicative content which can be used to assess the quality of the specific response. The content is not prescriptive, and candidates are not expected to mention all material referred to. Examiners should seek to credit any further relevant evidence offered by the candidates.

It is for examiners to decide the band and (where there is more than one mark in a band) the mark to be awarded. The following information explains how examiners should decide on the band and the mark to be awarded.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer. In summary:

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a mark for the question is awarded.

Some higher tariff questions target multiple assessment objectives. For these questions, if an answer deserves to be awarded different bands for different assessment objectives, examiners should look to reward the various characteristics seen in the response which are relevant to the specific assessment objectives.

Stage 2 - Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Questions including passages

Some questions include passages of text. Whilst it is appropriate for candidates to draw upon information provided in passages, they should not be awarded marks for solely replicating sections of text from a passage.

Question 1

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 4 | 4 | | |

1. Use the words in the box below to fill in the spaces in the statements that follow.

Conflict theory bourgeoisie labelling Weber corporate crime Durkheim

Award one mark for each correct answer

- (a) bourgeoisie [1]
- (b) Durkheim [1]
- (c) conflict theory [1]
- (d) corporate crime [1]

Question 2 (a) and (b)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 2 | 2 | | |

2. Look at the following information and answer the questions that follow.

A guide to the Living Wage in the UK 2018

| What age group? | The Minimum Wage (per hour) |
|-----------------|-----------------------------|
| Under 18 | £4.20 |
| 18 to 20 | £5.90 |
| 21 and above | £7.38 |
| 25 and above | £7.83 |

Adapted from livingwage.org.uk

Award one mark for each correct answer

- (a) **Identify the age group paid the lowest wages.** [1]

Under 18

- (b) **Identify the difference in the amount paid to the lowest and the highest paid workers as shown in the table.** [1]

£3.63

Question 2 (c)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| | 4 | | |

- (c) Discuss two patterns or trends shown in the table supporting your answer with reference to the statistics in the table. [4]**

If more than two patterns or trends are given, all problems should be marked according to the criteria and the two with the highest marks should be awarded.

Award one mark for each point made, (to a maximum of two) and one mark each for the supporting statistics.

Candidates may refer to one of the points below or problems. They may support them with accurate statistics from the table.

the minimum wage is higher for older people.

the minimum wage is lower for younger people or the minimum wage rise at 25 is not a great deal more money.

for example,

The minimum wage increases by £3.63 between under 18's and over 25's.

The rise at the age of 25 is only 45p. People of this age may have more responsibilities. This is not much more money.

Under 18's are the lowest of all earning only £4.20 an hour.

Credit given for answers that refer to the source.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 2 | 2 | | |

Describe what is meant by ageism. [2]

Award one mark for a basic description suggesting that it is prejudice or discrimination about individuals based on age.

Award one further mark for a more developed description or a development that refers to one of the points below, or other relevant points or examples:

- it can be positive or negative about people
- stereotypes have often been applied to young and old etc
- it can lead to prejudice or discrimination
- any accurate example of a stereotype

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 2 | 2 | | |

Describe what is meant by moral panic. [2]

Award one mark for a basic explanation suggesting that it is when the media put a lot of attention on an issue and exaggerate it.

Award one further mark for a more developed explanation or a development that refers to one of the points below, or other relevant points or examples:

- the exaggeration of issues to make them seem a threat to the whole of society. Examples such as Mods and rockers, acid house, knife crime, Islamophobia., Stanley Cohen, Sarah Thornton.
- Reference to related terminology which are part of the process of a moral panic e.g. deviancy amplification, folk devils, stereotyping, reaction of agents of social control.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 9 | 3 | 3 | 3 |

Discuss reasons why some age groups may face discrimination in the UK. [9]

In your answer you are advised to refer to at least two reasons why some age groups may face discrimination from at least two areas to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to discuss at least two area of life cannot be awarded higher than Band 2.

| | AO1 3 marks | | AO2 3 marks | | AO3 3 marks | |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| BAND 3 | A coherent answer demonstrating detailed, relevant knowledge and understanding of two reasons why some age groups may face discrimination in the UK. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. | 3 | Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two reasons why some age groups may face discrimination in the UK. The explanation will be well developed. | 3 | A developed analysis and evaluation of two reasons why some age groups may face discrimination in the UK. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question. | 3 |
| BAND 2 | Answer has some coherence, demonstrating partial knowledge and understanding of two reasons why some age groups may face discrimination in the UK though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one reason is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout. | 2 | Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain two reasons why some age groups may face discrimination in the UK. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies. Or knowledge and understanding is applied and used to explain accurately one reason why some ethnic minority groups may face discrimination. | 2 | A partial analysis and evaluation of two reasons why some age groups may face discrimination in the UK. Or a developed analysis and evaluation of one reason why some age groups may face discrimination in the UK.. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial. | 2 |
| BAND 1 | Answer demonstrates only basic knowledge and understanding of two reasons why some age groups may face discrimination in the UK, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts. | 1 | Application of knowledge and understanding to explain two reasons why some age groups may face discrimination in the UK will be limited. Any explanation will be undeveloped and contain inaccuracies. | 1 | Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question. | 1 |
| Award 0 marks for incorrect or irrelevant answers | | | | | | |

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence.

Responses are likely to focus on areas such as social exclusion, stereotyping, prejudice, discrimination, media representation, legislation, health, income and wealth, poverty, work and education. Responses may also refer to class, gender, ethnicity, disability and/ or sexuality.

- prejudice, stereotyping, labelling
- legislation including 2010 Equality Act
- work, health, discrimination,
- Media representation, moral panics, scapegoating
- Old age, youth
- Status and power
- Social exclusion, poverty and social inclusion

- credit accurate references to sociologists and theory where applicable
- learners should discuss how significant the changes have been in the areas they look at.

Award 0 marks for incorrect or irrelevant answers

Question 4 (a)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 2 | 2 | | |

Define what is meant by income. [2]

Award one mark for a basic definition suggesting that income refers to the money a person receives to live on.

Award a further mark for a development that refers to one of the points below or other relevant examples:

- it may be from wages, pension or benefits
- It is used to buy food, pay rent, bills etc.
- credit any accurate distinction from wealth

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 4 | | 4 | |

Explain two reasons why some people experience poverty in the UK today. [4]

2 marks available for each reason explained and applied to the question. If more than two reasons are given, the best two should be assessed.

Award one mark for each area identified and a further mark for development or examples. For the second mark, candidates should develop further using terminology accurately and may link each reason to at least one group with reference to social class, disability, sexuality, ethnicity, gender. They may use the same group in both reasons.

Candidates may refer to one of the points below or other relevant examples.

Responses are likely to focus on areas such as prejudice, discrimination, racism, sexism, stereotyping, unemployment, educational failure, Marxist views of capitalism. They may also refer to work, education, crime, health, family or the media.

in relation to work answers may refer to unemployment, zero hours contracts, pay gap, discrimination.

in relation to income and wealth, jobs go to men, white and higher social classes.

in relation to education, pupils from some backgrounds continue to have lower levels of attainment at GCSE than other pupils resulting in poverty

in relation to crime, some groups are more likely to be victims of crime and more likely to be arrested and sent to prison than white people

in relation to the media, some groups are stereotyped and this affects their life chances as other people discriminate against them

in relation to the family, women are more likely to be heading single parent families.

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 4 | | 4 | |

Explain, with examples, two areas of life where wealthy people have better life chances than others.

[4]

2 marks available for each way explained.

If more than two areas are given, all areas should be marked according to the criteria and the two with the highest marks should be awarded.

Award one mark for each way identified and one mark for development or example. Learners may refer to one of the points below or other relevant points or examples:

- At work, private education can provide qualifications to get better paid jobs and make advantageous connections through the Old Boys Network;
Credit reference to privilege or accurate examples
- Health can be affected by wealth. Wealthy people can afford gym membership, better diet and can retire earlier. They can also use private health care rather than the overstretched NHS.
Credit reference to material deprivation or accurate examples
- Crime – wealthy people are less likely to be arrested or convicted. The focus is on street crime not white collar crime or corporate crime.

Question 4 (d)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 9 | 3 | 3 | 3 |

Assess Marxist views of social class.

[9]

In your answer you are advised to consider different sociological ideas and theories to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to discuss at least two different ideas/ theories cannot be awarded higher than Band 2.

| | AO1 3 marks | | AO2 3 marks | | AO3 3 marks | |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| BAND 3 | A coherent answer demonstrating detailed, relevant knowledge and understanding of Marxism and one other idea/theory of social class. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. | 3 | Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately the Marxist view of social class. The explanation will be well developed. | 3 | A developed analysis and evaluation of the Marxist view of social class. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question. | 3 |
| BAND 2 | Answer has some coherence, demonstrating partial knowledge and understanding of Marxist views of social class though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one reason is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout. | 2 | Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain the Marxist view of social class. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies. Or knowledge and understanding is applied and used to explain accurately one reason why some ethnic minority groups may face discrimination. | 2 | A partial analysis and evaluation of the Marxist view of social class. Or a developed analysis and evaluation of the Marxist view of social class. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial. | 2 |
| BAND 1 | Answer demonstrates only basic knowledge and understanding of Marxist theories of social class, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts. | 1 | Application of knowledge and understanding to explain the Marxist view of social class will be limited. Any explanation will be undeveloped and contain inaccuracies. | 1 | Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question. | 1 |
| Award 0 marks for incorrect or irrelevant answers | | | | | | |

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

Indicative content

- This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence.
- Knowledge of the Marxist model of social class: working class and ruling class, proletariat and bourgeoisie;
- conflict view of society, exploitation, capitalism, false class consciousness,
- ruling class control of media, agents of social control and ideas;
- credit should be given to reference to work, crime and education.
- Functionalism
- Marxism
- Feminism

- credit accurate references to sociologists and theory where applicable
- there should be a discussion of the importance/credibility of the reasons and a conclusion.

Award 0 marks for incorrect or irrelevant answers

Question 5 (a)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 4 | | 4 | |

Explain, with examples, what is meant by social inclusion. [4]

Award one mark for a basic explanation stating that social inclusion refers to the attempt to meet the needs of groups that may feel left out of society.

Award another 2 marks for a development that refers to at least one of the points below or other relevant examples in detail, or at least two points in less detail.

Award a further mark for the use of relevant sociological language.

People with disabilities may lack access to buildings or facilities. Reasonable adjustments would develop this further e.g. ramps, hearing loops.
Ethnic minorities may benefit from language classes or groups to teach them about culture.
Unemployed people could have return to work classes and help with CV writing and interviews.

Children at school could receive positive discrimination in the form of extra funding.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 4 | 4 | | |

Describe two ways in which disabled people may be socially excluded. [4]

2 marks available for each type of social exclusion identified and described. If more than two types are given, the best two should be assessed.

Award one mark for each type of social exclusion identified and a further mark for development or examples. Candidates may refer to one of the points below or other relevant examples.

- Disability means that individuals or families are not able to take part in all aspects of social life. Examples could be inability to access buildings and resources, prejudice, discrimination, stereotyping, lack of reasonable adjustments.
- People deal with people with disabilities through the Medical rather than the Social model. This sees disabled people as bad thing which needs fixing rather than a problem.
- Disability makes it difficult to access important parts of social life such as a job or even health care and benefits.
- Disability pay gap may make disabled people more likely to live in poverty.
- Marginalisation means that people with disabilities feel powerless and isolated. Non-disabled people do not treat them as equal status.
- Non-disabled people may not feel comfortable interacting with disabled people and exclude or make them feel excluded.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

| | | | |
|-------------------------|----------|----------|----------|
| <i>Mark allocation:</i> | AO1 1a | AO2 | AO3 |
| 9 | 3 | 3 | 3 |

‘Feminism has improved life for women, but men still dominate society’. Do you agree with this view? [9]

In your answer you are advised to refer to evidence from at least two areas of life to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to refer to evidence from at least two areas of life cannot be awarded higher than Band 2.

| | AO1 3 marks | | AO2 3 marks | | AO3 3 marks |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BAND 3 | A coherent answer demonstrating detailed, relevant knowledge and understanding of the effect of gender on peoples’ lives with reference to examples or evidence from at least two areas of life. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. | 3 | Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain accurately the effect of gender on peoples’ lives. The explanation will be well developed. | 3 | A developed analysis and evaluation of what the evidence /examples from at least two areas of life show in relation to the effect of gender on peoples’ lives. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question. |

| | | | | | | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p>BAND 2</p> | <p>Answer has some coherence, demonstrating partial knowledge and understanding of the effect of gender on peoples' lives with reference to examples or evidence from two areas of life, though lacking in detail and with some inaccuracies/irrelevancies.</p> <p>Or detailed, relevant knowledge and understanding is demonstrated, but only one area of life is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.</p> | <p>2</p> | <p>Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain the effect of gender on peoples' lives. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies.</p> <p>Or knowledge and understanding from one area of life is applied and used to explain accurately and in detail the effect of gender on peoples' lives.</p> | <p>2</p> | <p>A partial analysis and evaluation of what the evidence/examples from two areas of life show in relation to the effect of class on peoples' lives.</p> <p>Or a developed analysis and evaluation of what the evidence/examples from only one area of life show.</p> <p>Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.</p> | <p>2</p> |
| <p>BAND 1</p> | <p>Answer demonstrates only basic knowledge and understanding of the effect of gender on peoples' lives with reference to one area of life, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.</p> | <p>1</p> | <p>Application of knowledge and understanding to explain the effect of gender on peoples' lives will be limited. Any explanation will be undeveloped and contain inaccuracies.</p> | <p>1</p> | <p>Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.</p> | <p>1</p> |
| <p>Award 0 marks for incorrect or irrelevant answers</p> | | | | | | |

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence.

Learners may refer to the debate about whether men still dominate society, but the question is primarily about the evidence. Responses are likely to focus on areas such as family, work, income and wealth, crime, education, health and life style.

in relation to work ,income and wealth, answers may discuss

- a high proportion of people in top jobs in society are men, glass ceiling
- gender pay gap
- legislation and the impact of this Equal Pay Act, Sex Discrimination Act
- more female MP's
- many more women working, better employment prospects for girls
- women are able to be more independent
- feminisation of workplace
- Meritocracy not happening as girls are discriminated against

in relation to education, answers may discuss:

- females outperforming males in education at all levels
- programmes in schools to encourage girls to pursue science and engineering
- more female headteachers, more role models for girls.

in relation to family and health, answers may discuss:

- women have longer life expectancy
- men more likely to commit suicide
- women more independent, more lone parent families
- symmetrical families integrated conjugal roles
- double burden, triple shift

in relation to crime, answers may discuss

- women are still subject to stronger forms of social control, Heidensohn
- girls are still socialised differently to be more quiet, gentle and obedient
- feminist arguments that men still control women through the threat of domestic violence
- Women more likely to be in poverty. This may lead to crime although figures are far higher for men in prison
- Feminists argue gender still has a huge effect on a person's opportunities in life,
- credit accurate references to sociologists and theory
- there should be some conclusion to the argument.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (a)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 2 | 2 | | |

Describe what is meant by the term typical offender.

[2]

Award one mark for a basic description of a typical offender such as male, white and working class.

Award a further mark for a development that refers to one of the points below or other relevant points:

- notion of typical offender based on stereotypes
- police and other agencies may hold this idea in their mind when investigating crime
- can be linked to stereotypes about youth and ethnic groups
- the media may encourage this view

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 5 | 5 | | |

Describe how social control works in society.

[5]

Band descriptors and mark allocations

AO1 5 marks

BAND 3

A coherent answer demonstrating detailed, relevant knowledge and understanding of how social control works in society. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.

4-5

BAND 2

Answer has some coherence, demonstrating partial knowledge and understanding of how social control works in society, though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.

2-3

BAND 1

Answer demonstrates only basic knowledge and understanding of how social control works in society which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.

1

Award 0 marks for incorrect or irrelevant answers

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider in the description are:

- norms, mores, rules and laws
- sanctions
- informal and formal social control
- agencies of social control
- To maintain social order; without social control society would collapse into chaos
- We need social control to make everyday life predictable and possible to manage

Credit reference to theories; Marxiam , functionalism and feminism.

Question 6 (c)

| | | | |
|-------------------------|----------|----------|-----|
| <i>Mark allocation:</i> | AO1 1a | AO2 | AO3 |
| 8 | 4 | 4 | |

Explain how gender is related to crime.

[8]

You should explore at least two ways in your response

Band descriptors and mark allocations

Note – a response which does not attempt to explore at least two ways cannot be awarded higher than Band 2.

| | AO1 4 marks | | AO2 4marks | |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| BAND 4 | A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways relating to how gender relates to crime. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. | 4 | Knowledge and understanding of relevant theories/concepts/evidence for two ways is applied and used to explain accurately and in detail how gender relates to crime. The explanation will be fully developed. | 4 |
| BAND 3 | A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two ways relating to how gender relates to crime, though one reason will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout. | 3 | Knowledge and understanding of relevant theories/concepts/evidence for two ways is applied and used to explain accurately how gender relates to crime. The explanation will be partially developed and one of these reasons will be explained in less detail than the other | 3 |
| BAND 2 | Answer has some coherence, demonstrating partial knowledge and understanding of two ways relating to how gender relates to crime, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one way relating to how gender relates to crime. There will be limited evidence of appropriate sociological language and concepts, with little detail. | 2 | Knowledge and understanding of relevant theories/ concepts/ evidence for two ways is applied and used to explain how gender relates to crime, but there will be little development and some inaccuracies, or one way only is applied and used to explain accurately and in detail how gender relates to crime. | 2 |
| BAND 1 | Answer demonstrates only basic knowledge and understanding of reason(s) relating to how gender relates to crime. There will be little, if any, evidence of sociological language and concepts. | 1 | Application of knowledge and understanding to explain how gender relates to crime will be limited. Any explanation will be undeveloped and contain inaccuracies. | 1 |
| Award 0 marks for incorrect or irrelevant answers | | | | |

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider in the explanation are:

- higher conviction rates for males, females associated with certain crimes
- victim rates vary according to type of crime
- Socialisation of gender
- social control of females, Heidensohn
- Chivalry thesis, labelling
- Pat Carlen, women, poverty and crime
- credit reference to relevant sociological theories such as functionalism and feminism

Question 6 (d)

| | | | |
|-------------------------|----------|----------|----------|
| <i>Mark allocation:</i> | AO1 1a | AO2 | AO3 |
| 15 | 4 | 3 | 8 |

‘Crime is mainly committed by young working class males.’ Do you agree with this view? [15]

In your answer you are advised to refer to different sociological arguments and ideas on crime to support your judgement.

Band descriptors and mark allocations

| | AO1 3 marks | | AO2 3 marks | | AO3 3 marks | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| BAND 4 | A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to patterns of crime and young working class males. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. | 4 | There are no Band 4 marks for this assessment objective. 3 marks are awarded as for Band 3. | | A developed analysis and evaluation of whether crime is mainly committed by young working class males. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question. | 7-8 |

| | | | | | | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| BAND 3 | A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to patterns of crime and young working class males, though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout. | 3 | Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain the patterns of crime and young working class males. The explanation will be well developed. | 3 | Good analysis and evaluation of whether crime is mainly committed by young working class males. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question. 5-6 | 5-6 |
| BAND 2 | Answer has some coherence, demonstrating partial knowledge and understanding of patterns of crime and young working class males, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts. | 2 | Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain the patterns of crime and young working class males. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies. | 2 | A partial analysis and evaluation of whether crime is mainly committed by young working class males. Any judgement or conclusion will be superficial. | 3-4 |
| BAND 1 | Answer demonstrates only basic knowledge and understanding of the accuracy of patterns of crime and young working class males. There will be little, if any, evidence of sociological language and concepts. | 1 | Application of knowledge and understanding to explain the accuracy of patterns of crime and young working class males. Any explanation will be undeveloped and contain inaccuracies. | 1 | Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question. | 1-2 |
| Award 0 marks for incorrect or irrelevant answers | | | | | | |

This is an extended response question where candidates are expected to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content. They should construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider in the discussion are:

- Marxist views of crime and capitalism; capitalism creates winners and losers; poverty causes working class crime therefore more likely, crime as a protest against capitalism
- White collar/ corporate crime are ignored by the media compared to street crime/ blue collar crime
- moral panics often directed against young working class and ethnic minorities may lead to an increase in crime
- New Right arguments – culture of poverty, Murray etc.
- credit reference to relevant sociologists and theory where applicable e.g. Chambliss, Cohen
- there should be some conclusion to the argument

Question 7 (a)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 1 | | 1 | |

- (a) **You are asked to carry out sociological research into the use of social media by young people by young people. Identify a method that you would use to carry out research into this.** [1]

Award one mark for selection of an appropriate method such as:

- interviews – (structured or unstructured or just interviews)
- questionnaires

Award 0 marks for incorrect or irrelevant answers.

Note – observation would not be accepted without some explanation to say how this would be possible. It is difficult to see how observation could be used given the personal nature of social media use.

Question 7 (b)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 4 | | 4 | |

- Explain one strength of using this method for your research.** [2]

2 marks available for accurate application and explanation of one strength of using the method chosen.

If more than one strength is given, all should be marked according to the criteria and the one with the highest marks should be awarded.

Responses should focus on the suitability of the chosen method for this research project into the use of social media by young people.

Strengths could include cost, speed, validity, able to gain honest answers, reliability, etc. Two marks for specific application to the use of the method on this topic.

Question 7 (c)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 2 | | 2 | |

(c) Explain one weakness of using this method for your research. [2]

Award 1 mark each for reasons such as the following or other relevant reasons/detail;

- Ethical issues – permission, informed consent
- sample size, response rate
- Reliability
- validity

Award two marks for a more developed response that refers to the points above and relates to the topic studied or other relevant examples or contextualises the response.

If candidates used an inappropriate method for b) they may still gain marks for logical application of problems.

Award 0 marks for incorrect or irrelevant answers.

Question 7 (d)

| | | | |
|-------------------------|---------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 1a</i> | <i>AO2</i> | <i>AO3</i> |
| 6 | | 3 | 3 |

Discuss the benefits of using more than one method of research (mixed methods approach) for your research. [6]

Band descriptors and mark allocations

| | AO2 3 marks | | AO3 3 marks | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| BAND 3 | Knowledge and understanding of relevant theories/ concepts/ evidence/ methods is applied and used to explain accurately and in detail the strengths of the mixed methods approach for the given research. The explanation will be fully developed. | 3 | A developed analysis and evaluation of how the strengths of the mixed methods approach will impact on the research. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question. | 3 |
| BAND 2 | Knowledge and understanding of relevant theories/ concepts/ evidence/ methods is applied and used to explain the strengths of the mixed methods approach for the given research. There will be some development in the explanation but with some inaccuracies. | 2 | A partial analysis and evaluation of how the strengths of the mixed methods approach will impact on the research. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question. | 2 |
| BAND 1 | Application of knowledge and understanding to explain the strengths of the mixed methods approach for the given research will be limited. Any explanation will be undeveloped and contain inaccuracies. | 1 | Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question. | 1 |
| Award 0 marks for incorrect or irrelevant answers | | | | |

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Indicative content

- strengths of mixed methods:
 - these produce quantitative and qualitative data for a fuller picture
 - these can create statistics and graphs on bullying about the pupils' views, so patterns/trends are easily identifiable, but also give detail
 - can have both reliability and validity; best of both worlds
 - useful as a cross check
 - Qualitative data can be used to find out more about the area being investigated and help design the questionnaires
- weaknesses of mixed methods:
 - time consuming
 - costly
 - sometimes the statistics dominate the research and the detail is lost
- Examples of studies using mixed methods
 - Eileen Barker
 - Mac an Ghail

Observation is not suitable as a method for this research.

Award 0 marks for incorrect or irrelevant answers.