



For teaching from 2017
For award from 2019

GCSE (9-1) SOCIOLOGY

Additional Specimen Markscheme

Component 2
Understanding Social Structures

COMPONENT 2: Understanding Social Structures

Additional Specimen 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		

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

patriarchy discrimination deviant career Albert Cohen white-collar crime Marx

Award one mark for each correct answer

- | | | |
|-----|--------------------|-----|
| (a) | deviant career | [1] |
| (b) | patriarchy | [1] |
| (c) | white-collar crime | [1] |
| (d) | Albert Cohen | [1] |

Question 2 (a) and (b)

<i>Mark allocation:</i>	<i>AO1 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

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

Percentage of people aged 18 and over in the UK who smoke by gender.

	2010	2012	2013	2014
Men	23.3%	22.3%	21.1%	20.7%
Women	18.9%	17.4%	16.5%	15.9%

Award one mark for each correct answer

- | | |
|-----|-------|
| (a) | 17.4% |
| (b) | 23.3% |

Question 2 (c)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1b</i>	<i>AO3</i>
4		4	

Describe 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 patterns and trends 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 other patterns or trends supporting them with accurate statistics from the table.

- the percentage of men smoking is higher than that of women for each year for example, in 2010 23.3% of men smoked compared to 18.9% of women
- the percentage of both men and women smoking fell each year from 2010 to 2014 for example, the percentage of men smoking fell from 23.3% in 2010 to 21.1% in 2013 and to 20.7 in 2014

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

<i>Mark allocation:</i>	<i>AO1 1a&1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Define what is meant by ethnicity

[2]

Award one mark for a basic definition suggesting that ethnicity refers to the cultural group a person belongs to.

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

- it is usually based on nationality, religion, language and way of life
- the majority ethnic group in Britain is white British
- credit any accurate example of minority ethnic groups in Britain

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

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

Explain two areas of life where some ethnic minority groups experience inequality in the UK today.

[4]

2 marks available for each area 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. Candidates may refer to one of the points below or other relevant examples.

Responses are likely to focus on areas such as work, income and wealth, crime, education and the media.

in relation to work ethnic minority groups are still more likely to be unemployed than white people and more likely to be working below their qualifications level

in relation to income and wealth, there is still an ethnicity pay gap- ethnic minority groups are still paid less on average than white people.

in relation to education, pupils with Pakistani and Caribbean backgrounds continue to have lower levels of attainment at GCSE than other pupils

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

in relation to the media, ethnic minority groups are under-represented in positions of power and influence in media and in acting and presenting

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

Mark allocation:	AO1 1a & 1b	AO2 1a	AO3 1a & 1b
9	3	3	3

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

In your answer you are advised to discuss at least two reasons why ethnic minority groups may face discrimination in the UK

Band descriptors and mark allocations

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

	AO1 1a & 1b 3 marks	AO2 1a 3 marks	AO3 1a & 1b 3 marks
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons why some ethnic minority groups may face discrimination. 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 ethnic minority groups may face discrimination. The explanation will be well developed. 3	A developed analysis and evaluation of at least two reasons why some ethnic minority groups may face discrimination. 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 at least two reasons why some ethnic minority groups may face discrimination 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 ethnic minority groups may face discrimination. 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 2	A partial analysis and evaluation of two reasons why some ethnic minority groups may face discrimination. Or a developed analysis and evaluation of one reason why some ethnic minority groups may face discrimination. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial. 2

			may face discrimination.		
	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks
BAND 1	Answer demonstrates only basic knowledge and understanding of reason/s why some ethnic minority groups may face discrimination, 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 reason/s why some ethnic minority groups may face discrimination 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.
	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.

- media representation: stereotyped presentation of some ethnic minority groups as ‘problems’; association with crime, gun crime in particular, shortage of jobs; labelling; lack of ethnic minorities as positive role models;
 - moral panics: media focus and exaggeration of link with ethnic groups and crime, drugs, etc; may stir up hostility; examples of ‘mugging’, ‘gangsta’ culture, terrorism; Islamophobia
 - scapegoating: immigrants blamed for society’s problems such as unemployment, shortage of housing, crime to divert attention from other causes; causes divisions among working class;
 - prejudice; flamed by stereotypes and media representation; immigration debate
 - sub-cultures: some young ethnic group members may associate with other ethnic groups as a defence against racism and this may lead to deviant sub-cultures, hanging around in gangs
 - racism: in education; police; media
 - institutional racism: in organisations such as police force, schools, work place; prevalence of stereotyped views in these organisations; canteen culture; notion of typical offender;
 - idea that many of these reasons interact and lead to discrimination
- 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 4 (a)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Describe what is meant by a stereotype. [2]

Award one mark for a basic description suggesting that it is an exaggerated or simple idea about certain groups.

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 women or ethnic groups etc
- it can lead to prejudice or discrimination
- any accurate example of a stereotype

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Explain what is meant by crisis of masculinity. [2]

Award one mark for a basic explanation suggesting that it is an uncertainty some men may feel about their position/role.

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 traditional role for men was that they should be the breadwinner and dominant
- some men may feel their masculine role is threatened by expectations that males should help in the home and with childcare.
- men may feel threatened by loss of traditional role

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

<i>Mark allocation:</i>	<i>A01</i>	<i>A02 1a</i>	<i>A03</i>
4		4	

Explain two reasons why women may still be paid less than men. [4]

2 marks available for each reason explained.

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

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

- women tend to be concentrated in low paid jobs;
credit reference to horizontal segregation or accurate examples
- women are less likely to reach the top level of jobs
credit reference to horizontal segregation; glass ceiling or accurate examples
- women may make their role as housewives and mothers priority and have time off with their children or work part-time, missing out on promotion
- women may work but still be expected to be the main carers at home and choose jobs to fit in with this role.

Question 4 (d)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2 1a</i>	<i>AO3 1a & 1b</i>
9	3	3	3

Assess if the position of men in the UK has changed significantly over the last 50 years.

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 discuss at least two area of life cannot be awarded higher than Band 2.

	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the changing position of men 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 at least two areas of life is applied and used to explain accurately if the position of men has changed significantly. 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 whether the position of men has changed. 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 the changing position of men with reference to examples or evidence from at least two areas of life, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding of the changing position of men with reference to examples or evidence is demonstrated, but only one area of life is considered.	2	Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is partially applied and used to explain if the position of men has changed significantly. The explanation will be partially developed as some of these factors will be explained in less detail than others and with some inaccuracies. Or knowledge and understanding from one area of life is applied and used to explain accurately and in detail if the position of men has changed significantly. This explanation will be well developed.	2	A partial analysis and evaluation of what the evidence/examples from at least two areas of life show in relation to whether the position of men has changed. Or a developed analysis and evaluation of what the evidence/examples from only one area of life show. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

	There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.				
BAND 1	Answer demonstrates only basic knowledge and understanding of the changing position of men, 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 if the position of men has changed significantly 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.
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 the family, work, education and norms and values

- in relation to family
 - male unemployment and house-husbands
 - more married women working and loss of breadwinner role and authority in the home
 - change to integrated roles and sharing of household tasks and childcare
 - rise of new man
 - decline of traditional working class jobs and unskilled jobs which gave men a masculine status in the home

- in relation to education
 - girls overtaking boys in terms of educational attainment at GCSE and A Level
 - girls overtaking boys at university level
 - feminisation of schools

- in relation to work
 - decline of traditional working class jobs and unskilled jobs which gave men a masculine identity
 - increase in office jobs and jobs done by women
 - increase in female employment and male unemployment
 - equality legislation and equal pay
 - more women in top jobs such as in Parliament;

- in relation to norms and values:
 - different expectations of the male role; men expected to share in domestic work and child care and to be more caring.
 - idea of New Man
 - new male role models who are more concerned with their appearance such as David Beckham
 - confusion over male role and 'crisis of masculinity'
- credit accurate references to sociologists and theory where applicable
- learners should discuss how significant the changes have been in the areas they look at.
- feminist argument that patriarchy still exists

Award 0 marks for incorrect or irrelevant answers

Question 5 (b)

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

Describe two types of authority identified by Max Weber [4]

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

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

- traditional authority – the right to authority is based on long established customs
- examples of traditional authority such as the royal family
- charismatic authority- a person gains leadership and respect by the power of their personality
- examples of charismatic authority such as Martin Luther King
- rational-legal authority – the right to rule is based on logical and organised systems
- examples of rational-legal authority such as a general election in Britain

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
4		4	

Explain what is meant by social stratification [4]

Award one mark for a basic explanation stating that stratification refers to the division of society into layers.

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.

- stratification refers to the layering of society into unequal layers of wealth, income, status, power
- the most common stratification system in modern societies is based on social class with an upper class at the top and a middle and working class beneath.
- other stratification systems have been based on ethnicity or religion such as apartheid in South Africa and the caste system in India.
- social stratification systems can be open, allowing mobility or closed

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

Mark allocation:	AO1 1a & 1b	AO2 1a	AO3 1a & 1b
9	3	3	3

‘Social class still has a significant effect on peoples’ lives in the UK’. 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 1a & 1b 3 marks	AO2 1a 3 marks	AO3 1a & 1b 3 marks
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the effect of class 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.	Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain accurately the effect of class on peoples’ lives. The explanation will be well developed.	A developed analysis and evaluation of what the evidence /examples from at least two areas of life show in relation to the effect of class 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.
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the effect of class on peoples’ lives with reference to examples or evidence from two areas of life, though lacking in detail and with some inaccuracies/ irrelevancies. 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,	Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain the effect of class 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. Or knowledge and understanding from one area of life is applied and used to explain accurately and in detail the effect	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. Or a developed analysis and evaluation of what the evidence/examples from only one area of life show. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.

	but these are not sustained throughout.		of class on peoples' lives.			
	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 1	Answer demonstrates only basic knowledge and understanding of the effect of class 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.	1	Application of knowledge and understanding to explain the effect of class on peoples' lives 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.

Learners may refer to the debate about whether class is still important but the question is primarily about the evidence. Responses are likely to focus on areas such as 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 come from private schools
- working class jobs are likely to be lower paid than middle class jobs
- growth in zero hour contracts which are more likely to affect working class jobs
- vast inequality in wealth in Britain
- inequality in wealth increasing this century.
- living standards have generally risen and more people are better off than 50 years ago
- more people are in middle class jobs as these jobs have increased

in relation to education, answers may discuss:

- working class children less likely than others to obtain good GCSE results or go onto higher education
- poorer children may be disadvantaged by material deprivation
- higher social classes more likely to afford private education which will give them advantages.
- higher social classes able to pass on cultural and social capital to their children to ensure they succeed in education
- there has been an increase in university education

in relation to health, answers may discuss:

- 'lower' social classes have more experience of ill health and a lower life expectancy
- babies born into the 'lower' social classes have higher rates of mortality
- working class are more likely to be classified with mental illness
- higher social classes more likely to afford private health care and avoid long waiting lists

in relation to crime, answers may discuss

- working class are more likely to be victims of crime and to be convicted of crime
- evidence police have stereotypes about the typical criminal which includes working class boys from poorer areas
- moral panics often focus on working class groups
- crimes of the middle class and upper class often unnoticed and unpunished

in relation to lifestyle, answers may discuss:

- housing -the middle class more likely to live in more desirable areas and to have bigger houses
- life style – middle classes likely to have 'better' life styles in terms of holidays, leisure pursuits, cars, possessions etc.
- working class people able to own their own homes and buy their council houses.
- technological changes made many consumer goods available to all

- idea popular among New Right that social class no longer important
- Marxists argue social class 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 & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Describe the meaning of victim study

[2]

Award one mark for a basic description of a victim study such as people fill them in to say what crimes have been committed against them.

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

- victim studies are conducted by the Crime Survey for England and Wales
- they give a very different picture of crime from police statistics.
- they are conducted to compare with the police statistics
- they are more likely to be valid than police statistics.
- they are anonymous

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
5	5		

Outline how belonging to a deviant subculture may lead to crime [5]

Band descriptors and mark allocations

AO1 5 marks		
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of how belonging to a deviant subculture may lead to crime. 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 belonging to a deviant subculture may lead to crime, 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 belonging to a deviant subculture may lead to crime 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:

- a deviant subculture is a group in society with different norms and values from mainstream
- these values may be dishonesty, stealing, violence, etc
- most of youth crime is associated with vandalism, fighting, joy-riding, and drug-related crimes which are often committed in groups
- members of the group may get rewards and status from the group for following these values and norms
- youths may join deviant sub-cultures to prove their masculinity
- working class boys are more likely to join deviant subcultures because of low status, educational failure, or low job opportunities
- credit reference to relevant sociologists such as Albert Cohen and status frustration or Becker and the deviant career and subcultures

Question 6 (c)

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

Explain why females appear to commit less crime than males. [8]

You should explore at least two reasons in your response

Band descriptors and mark allocations

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

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons relating to why females appear to commit less crime than males. 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 reasons is applied and used to explain accurately and in detail why females appear to commit less crime than males. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons relating to why females appear to commit less crime than males, 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 reasons is applied and used to explain accurately why females appear to commit less crime than males. 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 reasons relating to why females appear to commit less crime than males, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to why females appear to commit less crime than males. 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 reasons is applied and used to explain why females appear to commit less crime than males, but there will be little development and some inaccuracies, or one reason only is applied and used to explain accurately and in detail why females commit less crime than males.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why females appear to commit less crime than males. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why females appear to commit less crime than males 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:

- more strict social control, feminists argument that females are more strictly controlled in a male dominated society throughout their lives
- different socialisation process from males, girls more likely to be socialised to be conformist, caring etc, characteristics that do not fit in with criminal behaviour
- lack of opportunities at work for crime as women are concentrated in lower jobs and more likely to be supervised
- credit reference to unreliability of statistics for female crime due to more lenient treatment, chivalry factor
- credit reference to relevant sociologists such as Heidensohn; Carlen

Question 6 (d)

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

‘Criminal statistics are not an accurate reflection of actual crime and criminals.’ Do you agree with this view? [15]

In your answer you are advised to refer to the problems associated with criminal statistics and any other relevant factors to support your judgement.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks	AO2 1a 3 marks	AO3 1a & 1b 8 marks
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the accuracy of criminal statistics. 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 criminal statistics are an accurate reflection of crime and criminals. 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 the accuracy of criminal statistics, 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 accuracy of criminal statistics. The explanation will be well developed.	3 Good analysis and evaluation of whether criminal statistics are an accurate reflection of crime and criminals. 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

	AO1 1a & 1b 4 marks	AO2 1a 3 marks	AO3 1a & 1b 8 marks
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the accuracy of criminal statistics, 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 accuracy of criminal statistics. 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 criminal statistics are an accurate reflection of crime and criminals. Any judgement or conclusion will be superficial. 3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of the accuracy of criminal statistics. There will be little, if any, evidence of sociological language and concepts.	1 Application of knowledge and understanding to explain the accuracy of criminal statistics 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. 1-2
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:

- different types of criminal statistics such as police statistics; victim studies; self-report studies
- not all crimes are reported and are hidden and therefore don't appear in police statistics
- reasons why people may not report crimes to police such as fear, ignorance, apathy or knowing the offender
- police may not record all crimes reported to them
- police bias and the influence of racism or sexism in compiling official figures

- moral panics, often directed against young working class and ethnic minorities may lead to an increase in police statistics for these groups
 - official figures may encourage labelling and differential treatment according to social class, gender; ethnic group membership
 - female crime may be underestimated
 - corporate and white collar crimes difficult to detect crimes and tend to be invisible
 - white collar crimes often not prosecuted or if they are, courts may treat middle class offenders differently
 - the results from victim and self-report studies very different from police crime statistics and may be more valid
 - credit reference to relevant sociologists and theory where applicable
-
- whether police statistics accurately reflect crime and criminals
 - whether other types of criminal statistics are more valid
 - there should be some conclusion to the argument

Question 7 (a)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1b</i>	<i>AO3</i>
1		1	

Observation is one method that can be used in sociological research. Identify a *different* method that you would choose to carry out research into bullying at school. [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 is not suitable as a method for this research.

Question 7 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1b</i>	<i>AO3</i>
4		4	

Explain two weaknesses of the method you have chosen for your research. [4]

2 marks available for each weakness explained and applied to the question.

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

Responses should focus on the weaknesses of the chosen method for this research project into bullying.

Award 1 mark each for a simple reason such as the following or other relevant reasons;

unstructured interviews:

- they may not tell the truth
- interviews may take a long time
- you may not like what they say
- difficult to compare

structured interviews

- they have to stick to set questions
- they may not tell the truth

questionnaires

- they may not tell the truth
- they can't go into detail
- they may not take them seriously

Award two marks each for a more developed response that refers to the points below or other relevant examples or contextualises the response.

- interviews (structured and unstructured):
 - the status of the interviewer- age, gender, social class - may influence the pupils' answers
 - the pupils may want to please and impress in the interview - social desirability

- unstructured interviews take a long time, so you may not be able to interview many pupils affecting representativeness
- every interview could be different in unstructured interviews so it is difficult to compare answers and find patterns for the pupils' views
- structured interviews may be low on validity because they do not allow the pupils to discuss their views in detail or to give their own responses
- ethical problems of dealing with findings in cases of bullying
- questionnaires:
 - the pupils may not be bothered to fill them in or lose them and there may be a low response rate
 - they do not allow the pupils to explain their answers in detail affecting validity
 - they may also be low on validity as they have to choose from the answers given and cannot give their own answers
 - the pupils may not take the research seriously and may not fill them in truthfully

Observation is not suitable as a method for this research.

Award 0 marks for incorrect or irrelevant answers.

Question 7 (c)

Mark allocation:	AO1	AO2 1b	AO3 1a & 1b
6		3	3

Explain and evaluate the benefits that you may find using this method for your research.

[6]

Band descriptors and mark allocations

	AO2 1b 3 marks		AO3 1a &1b 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 method for the given research. The explanation will be fully developed.	3	A developed analysis and evaluation of how the strengths of the research method 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 method 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 research method 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 method 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**Indicative content**

- structured interviews:
 - these produce quantitative data that can be used to discover patterns/trends on bullying from the pupils' answers
 - these can create statistics and graphs on bullying about the pupils' views so patterns/trends are easily identifiable

- a relatively large number of pupils can be interviewed encouraging representativeness
- the interviews can be repeated with other pupils so they are good on reliability
- unstructured interviews encourage validity:
 - the pupils would be at ease which would give them confidence to discuss their views on bullying
 - these allow a relaxed atmosphere so the pupils would not feel threatened discussing a sensitive issue
 - these give the pupils freedom to give their real views on bullying rather than answer pre-planned questions
 - these could produce detail responses on bullying rather than one-word answers
 - the pupils may come up with reasons that the researcher has not considered
 - pupils may not be bothered to fill in a questionnaire

questionnaires:

- these produce quantitative data that can be used to discover patterns/trends about the pupils' views on bullying
- these can be done online which might appeal to young people
- these can create statistics and graphs so patterns/trends about the pupil' views are easily identifiable
- these can be given out or posted to a large number of pupils encouraging representativeness
- these are fairly cheap because there are no interviewers which would allow a large number of pupils to be surveyed
- the pupils can fill them in anonymously so this may encourage truthfulness
- they can be repeated with other pupils so they are good on reliability

Observation is not suitable as a method for this research.

Award 0 marks for incorrect or irrelevant answers.