
GCSE
SOCIOLOGY
8192/2

Paper 2 The Sociology of Crime and Deviance and Social Stratification

Mark scheme

June 2023

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Assessment Objectives

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

Section A: Crime and Deviance

Qu	Marking guidance	Total marks
01	What term is commonly used by sociologists to describe the process by which people become widely regarded as deviant?	1
	AO1 = 1 mark A (Labelling)	

Qu	Marking guidance	Total marks
02	What term is commonly used by sociologists to describe the agency responsible for punishing offenders?	1
	AO1 = 1 mark B (Prison system)	

Qu	Marking guidance	Total marks															
03	Describe one example of deviance.	3															
<p>AO1 = 3 marks</p> <table border="1" data-bbox="213 443 1287 1099"> <thead> <tr> <th data-bbox="213 443 352 517">Level</th> <th data-bbox="352 443 491 517">Marks</th> <th data-bbox="491 443 1287 517">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 517 352 680">3</td> <td data-bbox="352 517 491 680">3</td> <td data-bbox="491 517 1287 680">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 680 352 875">2</td> <td data-bbox="352 680 491 875">2</td> <td data-bbox="491 680 1287 875">A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 875 352 1039">1</td> <td data-bbox="352 875 491 1039">1</td> <td data-bbox="491 875 1287 1039">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 1039 352 1099">0</td> <td data-bbox="352 1039 491 1099">0</td> <td data-bbox="491 1039 1287 1099">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1137 533 1167">Indicative content AO1</p> <ul data-bbox="213 1205 1262 1375" style="list-style-type: none"> • Any form of behaviour that does not conform to dominant norms, ranging from behaviours that are simply disapproved of to criminal actions. • Extreme body modification. • Drinking while pregnant. • Examples of criminal acts. 			Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.
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04	Identify and describe one way sociologists attempt to measure the dark figure of crime.	3															
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05	From Item A , examine one strength of the research.	2
	<p>AO3 = 2 marks</p> <p>1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p>1 mark for providing evidence of evaluation (making a judgement/reaching a strength) by indicating a reason why this element represents a possible strength. (AO3)</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • The study was covert, which meant that the gang did not know they were being studied, avoiding the Hawthorne/Observer effect. • The study generated a large amount of rich qualitative data which provided an in-depth insight into their motivations and behaviours. • Access to the gang was provided by a key informant to an otherwise closed group, which allowed the researcher to gain acceptance into the gang, whilst protecting the identity of the researcher and his informants. 	

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06	Identify and explain one factor which may have led to the boys joining the gang, according to Item A .	4																		
<p>AO1 = 1 mark AO2 = 3 marks 'Context' here refers to boys joining the gang.</p> <table border="1" data-bbox="213 544 1286 1211"> <thead> <tr> <th data-bbox="213 544 352 620">Level</th> <th data-bbox="352 544 491 620">Marks</th> <th data-bbox="491 544 1286 620">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 620 352 779">4</td> <td data-bbox="352 620 491 779">4</td> <td data-bbox="491 620 1286 779">Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 779 352 938">3</td> <td data-bbox="352 779 491 938">3</td> <td data-bbox="491 779 1286 938">Relevant factor identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 938 352 1097">2</td> <td data-bbox="352 938 491 1097">2</td> <td data-bbox="491 938 1286 1097">Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1097 352 1153">1</td> <td data-bbox="352 1097 491 1153">1</td> <td data-bbox="491 1097 1286 1153">Relevant factor identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1153 352 1211">0</td> <td data-bbox="352 1153 491 1211">0</td> <td data-bbox="491 1153 1286 1211">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1245 533 1279">Indicative content AO1</p> <ul data-bbox="213 1317 453 1420" style="list-style-type: none"> • Poverty. • Unemployment. • Poor housing. <p data-bbox="213 1453 536 1487">Indicative content AO2</p> <ul data-bbox="213 1525 1259 1731" style="list-style-type: none"> • Poverty eg the boys joined the gang for both social status and utilitarian reasons. • Unemployment eg the boys joined the gang due to boredom and as source of social status, as they were not employed. • Poor housing eg the social environment. The boys lived in a high crime, deprived area where deviant behaviour was prominent. 			Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant factor identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant factor identified. (AO1)	0	0	Nothing worthy of credit.
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07	Identify and explain one disadvantage of using a case study to investigate a teenage gang.	4																		
<p>AO1 = 1 mark AO2 = 3 marks 'Context' here refers to the use of a case study to investigate a teenage gang.</p> <table border="1" data-bbox="213 544 1286 1211"> <thead> <tr> <th data-bbox="213 544 352 618">Level</th> <th data-bbox="352 544 491 618">Marks</th> <th data-bbox="491 544 1286 618">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 618 352 779">4</td> <td data-bbox="352 618 491 779">4</td> <td data-bbox="491 618 1286 779">Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 779 352 938">3</td> <td data-bbox="352 779 491 938">3</td> <td data-bbox="491 779 1286 938">Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 938 352 1097">2</td> <td data-bbox="352 938 491 1097">2</td> <td data-bbox="491 938 1286 1097">Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1097 352 1153">1</td> <td data-bbox="352 1097 491 1153">1</td> <td data-bbox="491 1097 1286 1153">Relevant disadvantage selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1153 352 1211">0</td> <td data-bbox="352 1153 491 1211">0</td> <td data-bbox="491 1153 1286 1211">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1245 533 1279">Indicative content AO1</p> <ul data-bbox="213 1317 738 1417" style="list-style-type: none"> • Less reliable. • Results lack validity. • The observer effect/interviewer effect. <p data-bbox="213 1453 536 1487">Indicative content AO2</p> <ul data-bbox="213 1525 1286 1731" style="list-style-type: none"> • Circumstances surrounding the study are often unique, and subsequent studies could reveal contradictory data. • The observer may not fully understand the motives and behaviours of the group. • The subjects of the study may change their behaviour or alter their answers, making the results less valid. 			Level	Marks	Descriptor	4	4	Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant disadvantage selected. (AO1)	0	0	Nothing worthy of credit.
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08	<p>From Item B, identify and explain one reason why women commit less crime than men according to Heidensohn, including what you know of her perspective on this issue.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks 'Context' here refers to the work of Heidensohn and her perspective on crime.</p> <table border="1" data-bbox="215 577 1284 1243"> <thead> <tr> <th data-bbox="215 577 351 651">Level</th> <th data-bbox="351 577 491 651">Marks</th> <th data-bbox="491 577 1284 651">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 651 351 808">4</td> <td data-bbox="351 651 491 808">4</td> <td data-bbox="491 651 1284 808">Relevant reason selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 808 351 965">3</td> <td data-bbox="351 808 491 965">3</td> <td data-bbox="491 808 1284 965">Relevant reason selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 965 351 1122">2</td> <td data-bbox="351 965 491 1122">2</td> <td data-bbox="491 965 1284 1122">Relevant reason selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 1122 351 1189">1</td> <td data-bbox="351 1122 491 1189">1</td> <td data-bbox="491 1122 1284 1189">Relevant reason selected. (AO1)</td> </tr> <tr> <td data-bbox="215 1189 351 1243">0</td> <td data-bbox="351 1189 491 1243">0</td> <td data-bbox="491 1189 1284 1243">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1279 534 1310">Indicative content AO1</p> <ul data-bbox="215 1350 1257 1417" style="list-style-type: none"> • Patriarchal control, related to areas of life such as the home, in public and the workplace. <p data-bbox="215 1453 534 1485">Indicative content AO2</p> <ul data-bbox="215 1525 1265 1765" style="list-style-type: none"> • Writing from a feminist perspective, Heidensohn was interested in why women tend to commit less crime than men. • Heidensohn explained this in terms of patriarchal control, which gave women less opportunity to commit crime than men, in several spheres of public life. • Heidensohn uses control theory as the basis of her approach, suggesting women are controlled in different spheres of public life – the home, in public and the workplace. 			Level	Marks	Descriptor	4	4	Relevant reason selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant reason selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant reason selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant reason selected. (AO1)	0	0	Nothing worthy of credit.
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09	Identify and explain one disadvantage of using official statistics to understand the extent of crime committed by women.	4																		
<p>AO1 = 1 mark AO2 = 3 marks 'Context' here refers to the extent of crime committed by women.</p> <table border="1" data-bbox="213 544 1286 1279"> <thead> <tr> <th data-bbox="213 544 352 618">Level</th> <th data-bbox="352 544 491 618">Marks</th> <th data-bbox="491 544 1286 618">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 618 352 813">4</td> <td data-bbox="352 618 491 813">4</td> <td data-bbox="491 618 1286 813">Relevant disadvantage identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 813 352 1008">3</td> <td data-bbox="352 813 491 1008">3</td> <td data-bbox="491 813 1286 1008">Relevant disadvantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1008 352 1162">2</td> <td data-bbox="352 1008 491 1162">2</td> <td data-bbox="491 1008 1286 1162">Relevant disadvantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods offered, that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1162 352 1220">1</td> <td data-bbox="352 1162 491 1220">1</td> <td data-bbox="491 1162 1286 1220">Relevant disadvantage identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1220 352 1279">0</td> <td data-bbox="352 1220 491 1279">0</td> <td data-bbox="491 1220 1286 1279">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1317 533 1346">Indicative content AO1</p> <ul data-bbox="213 1384 446 1487" style="list-style-type: none"> • Chivalry thesis. • Undetected. • Unreported. <p data-bbox="213 1525 533 1554">Indicative content AO2</p> <ul data-bbox="213 1592 1286 1868" style="list-style-type: none"> • The chivalry thesis argues that women are under-represented in crime statistics because they are treated more lightly by the police and criminal justice system and therefore crimes committed by women may not appear in official statistics even if they have been reported to the police. • Women tend to commit crimes that are more likely to go undetected and are therefore not reported to the police. • Domestic violence – where women have committed violent crimes against a male partner, it is unlikely to be reported due to fear of embarrassment. 			Level	Marks	Descriptor	4	4	Relevant disadvantage identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant disadvantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant disadvantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods offered, that is only weakly applied to the context. (AO2)	1	1	Relevant disadvantage identified. (AO1)	0	0	Nothing worthy of credit.
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10	Discuss how far sociologists would agree that informal social control is an effective way of controlling deviant behaviour.	12												
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1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Functionalism.
- Marxism.
- Feminism.
- Interactionism.
- Explanations of the relative effectiveness of different agencies of social control.

Indicative content AO2

- Functionalist perspective – that informal social control plays a positive role in shaping behaviour eg the family is responsible for primary socialisation of children, and transmission of society’s norms and values.
- Marxist perspective – that informal social control is effective, as it helps to maintain capitalism eg socialisation promotes false consciousness.
- Feminist perspective – that informal social control helps to maintain patriarchy eg the work of Heidensohn, who argues that agents of informal social control ensure that women conform.
- Interactionist perspective – situational deviance depends not only on the actions of an individual such as excessive drinking, but also on the social reaction of others who approve, tolerate or disapprove (the exercise of informal social control).
- Explanations of relative effectiveness of different agencies of social control eg formal agencies of social control have recourse to coercive power, rendering them more effective. Informal social control can be ineffective if family and peers have similar deviant values eg parents are ineffective if they buy underage children cigarettes, it is ineffective in schools if pupils and their parents don’t value qualifications. The use of the hidden curriculum in schools is effective if pupils attend school and engage with the education system, reward systems prepare pupils for wider society and future careers eg hard work, punctuality, correct uniform will all be rewarded and the opposite will be sanctioned. Peer groups can be effective depending on the person and the group they want to be part of eg deviant subcultures.

	<p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of the functionalist perspective eg that effectiveness of the family in controlling behaviour. • Analysis and evaluation of the Marxist perspective eg the extent to which false consciousness actually exists. • Analysis and evaluation of the feminist perspective eg the extent to which women’s behaviour is controlled. • Analysis and evaluation of the interactionist perspective eg the extent to which other react to an act as deviant. • Analysis and evaluation of relevant examples eg informal agencies of social control are effective provided that people engage with them. Formal agencies of social control may be more effective in terms of removing the criminal from the public but not necessarily for long term rehabilitation. Informal agencies may be more effective for passing on social norms and values rather than control through fear of punishment. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that informal social control is effective. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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11	Discuss how far sociologists would agree that people commit crime because of a lack of opportunities within society.	12												
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Indicative content AO1

- Functionalism.
- Marxism.
- Feminism.
- Interactionism.
- New Right approach and inadequate socialisation.
- Recent socio-economic changes.

Indicative content AO2

- Functionalist perspective – eg the work of Cohen, or Merton who suggests that crime is caused by frustration at the lack of opportunity some people face. Cohen argued that working class boys experience cultural deprivation which results in them struggling with education and unable to see or achieve job prospects. The lack of status they receive in school or work is what leads them to join or form a deviant subculture that provides them with the status they crave. Merton argues that people share the same goals, for example, owning their own home and people commit crime when they are unable to achieve these goals through methods approved by society. However, some people do face barriers to achieving these goals, such as employment discrimination and lack of educational success.
- Marxist perspective – that crime is a reaction to class-based inequality and economic exploitation. Marxists would argue that we live in a consumerist society and a lot of emphasis is placed on having a certain phone, computer or gadget. If these things are unobtainable, people living in poverty can turn to crime in order to get them. They will struggle in school due to material deprivation and this will limit their employment opportunities, resulting in them needing to accept low paid jobs with limited or inconsistent hours.
- Feminist perspective – eg the work of Carlen, that women who are driven to commit utilitarian crime often do so as a consequence of their lack of

	<p>opportunities. Carlen argues that women make two deals based on the promise of rewards, one of which is a class deal, which means they should be able to buy consumer goods in return for their wage. When these rewards aren't available or not good enough, working class women view crime as an acceptable alternative. The gender deal they make is for financial stability from a male breadwinner. For Carlen, crime is a rational decision made when the advantages outweigh the disadvantages so lack of opportunity could be an explanation for crime.</p> <ul style="list-style-type: none"> • Interactionist perspective – that people from lower socio-economic classes and ethnic minority groups are more likely to be labelled as deviant. Becker argued that when young people are labelled as delinquents the agencies of social control, for example, the courts and the media have the power to make this label stick whether the person deserves that label or not. Labelling someone as such can become a self-fulfilling prophecy and lead to a deviant career. 'Criminal' will become their master status and they may join deviant groups which reinforce the idea of a criminal norm. • New Right approach – inadequate socialisation within the family leading to the potential for increased likelihood of committing criminal behaviour as adults. • Recent socio-economic changes eg the increasing cost of living, zero hour contracts, precarious employment, leading to the potential for criminal behaviour - Increasing cost of living is causing lots of families and individuals to have to choose between heating their home and buying food, the welfare state is not providing enough support and this could lead to criminal behaviour to provide what is needed or due to frustration. Insecure employment, such as zero hour contracts, leaves people unable to rely on the wage they get every month and can lead to criminal activity to fill in the gaps. <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of the functionalist perspective eg questioning the extent to which they embrace a counter culture. Critics of Cohen would argue that deviant subcultures do not arise from a lack of opportunity but due to primary socialisation. They argue that these boys never had the same norms and values as the rest of society. Cohen's work focused exclusively on boys and is difficult to generalise to the population as a whole. Whilst some people may turn to crime because they aren't able to achieve their goals through socially acceptable means, this is not the case for the majority of the people unable to own their own home or achieve financial success. Initiatives such as pupil premium funding have been put in place to allow all pupils to access education and anti-discrimination laws aim to tackle workplace inequality. • Analysis and evaluation of the Marxist perspective eg that they over emphasise class inequality. Marxists tend to view people committing crime as victims of circumstance and disregard individual responsibility. It is possible to come from a poor background and achieve educational success. In Britain, everyone has access to education and means tested financial support, therefore everyone has the opportunity to be successful. • Analysis and evaluation of the feminist perspective eg that women are actually under-represented in crime statistics. Carlen had a very small sample size of 39 working class women who had already been convicted of a crime. • Analysis and evaluation of the interactionist perspective eg that people do not have to accept their label. The interactionist perspective often focuses on the individual after they have received that label not what led them to commit crime 	
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	<p>in the first place. Young people are often labelled as deviant but only a minority live up to this label.</p> <ul style="list-style-type: none"> • Analysis and evaluation of the view that people commit crime due to lack of opportunity in society. Whilst education is free and available to all, access to excellent education and the cultural capital needed to succeed in education is not equal. Pupil Premium has tried to bridge the gap but is often inadequate and the examination system is designed to allow only a certain percentage of people to pass. There will always be people who fail their examinations and this can limit the employment opportunities open to them. Frustration at this or not having the means to support themselves or their family properly could lead them to commit a crime. However, the welfare state aims to ensure that people have enough to survive. The increase in the number of people using food banks would suggest that this is not the case. • Analysis and evaluation of the New Right approach eg some young people are inadequately socialised or they have learned criminal norms and values in the family and may have criminal role models. Not everyone with inadequate socialisation or criminal parents goes on to commit crimes themselves. Even if primary socialisation is poor, secondary socialisation, particularly the education system, does teach what is right from wrong. • Analysis and evaluation of recent socio-economic changes eg the increasing cost of living, zero hour contracts, precarious employment, leading to the potential for criminal behaviour. Food banks and food parcels given through councils to help families during the school holidays do provide support but people may be too embarrassed to access this or be unaware, leading them to feel as though they have no other option. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that people commit crime due to lack of opportunities. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Section B: Social Stratification

Qu	Marking guidance	Total marks
12	What term is commonly used by sociologists to describe the invisible barrier keeping women from achieving senior positions in the workplace?	1
	AO1 = 1 mark C (Glass ceiling)	

Qu	Marking guidance	Total marks
13	What term is commonly used by sociologists to describe data that accurately reflects the wider population being studied?	1
	AO1 = 1 mark B (Representative sample)	

Qu	Marking guidance	Total marks															
14	Describe one feature of a meritocracy.	3															
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15	Identify and describe one example of age discrimination.	3															
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Qu	Marking guidance	Total marks
16	From Item C , examine one weakness of the research.	2
	<p>AO3 = 2 marks</p> <p>1 mark for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p>1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • The studies used may not be nationally representative, which would make the results less generalisable. • Academic work may contain political or theoretical bias, which may question its validity. • A reliance on secondary sources will only reveal what previous researchers have uncovered, no new data will be available. 	

Qu	Marking guidance	Total marks																		
17	Describe the type of research in Item C . Identify and explain one factor considered by the report as a possible explanation for the inequality experienced by some women from Black, Asian and Minority Ethnic backgrounds.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to inequalities experienced by some women from Black, Asian and Minority Ethnic backgrounds.</p> <table border="1" data-bbox="213 611 1287 1346"> <thead> <tr> <th data-bbox="213 611 352 689">Level</th> <th data-bbox="352 611 491 689">Marks</th> <th data-bbox="491 611 1287 689">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 689 352 882">4</td> <td data-bbox="352 689 491 882">4</td> <td data-bbox="491 689 1287 882">Relevant type of research identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 882 352 1072">3</td> <td data-bbox="352 882 491 1072">3</td> <td data-bbox="491 882 1287 1072">Relevant type of research identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1072 352 1232">2</td> <td data-bbox="352 1072 491 1232">2</td> <td data-bbox="491 1072 1287 1232">Relevant type of research identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1232 352 1290">1</td> <td data-bbox="352 1232 491 1290">1</td> <td data-bbox="491 1232 1287 1290">Relevant type of research identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1290 352 1346">0</td> <td data-bbox="352 1290 491 1346">0</td> <td data-bbox="491 1290 1287 1346">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1384 533 1413">Indicative content AO1</p> <ul data-bbox="213 1451 564 1518" style="list-style-type: none"> • Secondary sources. • Other sociologist’s work. <p data-bbox="213 1556 533 1585">Indicative content AO2</p> <ul data-bbox="213 1624 1267 1899" style="list-style-type: none"> • Language barriers eg English not spoken as a first language limiting communication with health professionals. • Poorer health eg the health consequences of factors such as diet or genetic susceptibility to disease such as sickle cell anaemia. • Lower social class eg the health consequences of low paid and insecure employment such as quality of housing. • Access to health care eg limited availability of health care provision in areas with relatively high concentrations of Black, Asian and Minority Ethnic patients. 			Level	Marks	Descriptor	4	4	Relevant type of research identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant type of research identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant type of research identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant type of research identified. (AO1)	0	0	Nothing worthy of credit.
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18	Identify and explain one advantage of using previously published research to investigate gender inequality in accessing health care.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the use of previously published research to investigate gender inequality in accessing health services.</p> <table border="1" data-bbox="213 577 1286 1245"> <thead> <tr> <th data-bbox="213 577 352 656">Level</th> <th data-bbox="352 577 491 656">Marks</th> <th data-bbox="491 577 1286 656">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 656 352 813">4</td> <td data-bbox="352 656 491 813">4</td> <td data-bbox="491 656 1286 813">Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 813 352 969">3</td> <td data-bbox="352 813 491 969">3</td> <td data-bbox="491 813 1286 969">Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 969 352 1126">2</td> <td data-bbox="352 969 491 1126">2</td> <td data-bbox="491 969 1286 1126">Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1126 352 1193">1</td> <td data-bbox="352 1126 491 1193">1</td> <td data-bbox="491 1126 1286 1193">Relevant advantage selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1193 352 1245">0</td> <td data-bbox="352 1193 491 1245">0</td> <td data-bbox="491 1193 1286 1245">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1283 533 1317">Indicative content AO1</p> <ul data-bbox="213 1350 927 1458" style="list-style-type: none"> • Cost effective research method. • Can be used to track changes in attitudes over time. • Easily accessible and trustworthy source. <p data-bbox="213 1491 533 1525">Indicative content AO2</p> <ul data-bbox="213 1559 1286 1765" style="list-style-type: none"> • Researcher will not have to pay the associated costs of setting up their own research to investigate gender inequalities in accessing health care. • Researcher can draw sources from a large time frame to examine how attitudes and ideas have changed. • Previous studies on gender inequalities in accessing health care can be easily accessed, and trusted if peer reviewed. 			Level	Marks	Descriptor	4	4	Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant advantage selected. (AO1)	0	0	Nothing worthy of credit.
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19	<p>From Item D, identify the research method used by Townsend and describe how his definition of poverty differed from the official definition, including what you know of his perspective on this issue.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Townsend and his perspective on poverty, and how he was critical of the established ways of measuring poverty.</p> <table border="1" data-bbox="213 613 1286 1279"> <thead> <tr> <th data-bbox="213 613 352 689">Level</th> <th data-bbox="352 613 491 689">Marks</th> <th data-bbox="491 613 1286 689">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 689 352 846">4</td> <td data-bbox="352 689 491 846">4</td> <td data-bbox="491 689 1286 846">Relevant method selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 846 352 1003">3</td> <td data-bbox="352 846 491 1003">3</td> <td data-bbox="491 846 1286 1003">Relevant method selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1003 352 1160">2</td> <td data-bbox="352 1003 491 1160">2</td> <td data-bbox="491 1003 1286 1160">Relevant method selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1160 352 1227">1</td> <td data-bbox="352 1160 491 1227">1</td> <td data-bbox="491 1160 1286 1227">Relevant method selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1227 352 1279">0</td> <td data-bbox="352 1227 491 1279">0</td> <td data-bbox="491 1227 1286 1279">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1317 533 1346">Indicative content AO1</p> <ul data-bbox="213 1391 1107 1451" style="list-style-type: none"> • Questionnaires (accept structured interviews, do not accept postal questionnaires). <p data-bbox="213 1491 533 1520">Indicative content AO2</p> <ul data-bbox="213 1565 1262 1868" style="list-style-type: none"> • Townsend took a different approach to measuring poverty. He was critical of the established definitions, believing that in a developed society it was more important to measure deprivation relatively, rather than the state’s standard measure, which was both absolute and arbitrarily determined. • Townsend asked questions on 60 indicators of deprivation, which included variables such as diet, clothing, housing conditions, health, education and social activities, and allocated a score to each one. • Townsend calculated that 25% of the population were in poverty, compared to the state’s standard definition of poverty, which stood at just 7%. 			Level	Marks	Descriptor	4	4	Relevant method selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant method selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant method selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant method selected. (AO1)	0	0	Nothing worthy of credit.
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20	Identify and explain one reason why some researchers believe that relative deprivation is an idea with significant problems.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the problems of using relative deprivation in research.</p> <table border="1" data-bbox="213 544 1287 1211"> <thead> <tr> <th data-bbox="213 544 352 622">Level</th> <th data-bbox="352 544 491 622">Marks</th> <th data-bbox="491 544 1287 622">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 622 352 779">4</td> <td data-bbox="352 622 491 779">4</td> <td data-bbox="491 622 1287 779">Relevant reason identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 779 352 936">3</td> <td data-bbox="352 779 491 936">3</td> <td data-bbox="491 779 1287 936">Relevant reason identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a some inaccuracies or omissions, but has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 936 352 1093">2</td> <td data-bbox="352 936 491 1093">2</td> <td data-bbox="491 936 1287 1093">Relevant reason identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and which is only weakly applied application to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1093 352 1149">1</td> <td data-bbox="352 1093 491 1149">1</td> <td data-bbox="491 1093 1287 1149">Relevant reason identified (AO1).</td> </tr> <tr> <td data-bbox="213 1149 352 1211">0</td> <td data-bbox="352 1149 491 1211">0</td> <td data-bbox="491 1149 1287 1211">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1245 533 1279">Indicative content AO1</p> <ul data-bbox="213 1317 1145 1417" style="list-style-type: none"> • Relative deprivation actually measures inequality rather than poverty. • It depends on subjective rather than objective measurements. • Absolute (subsistence) poverty. <p data-bbox="213 1453 536 1487">Indicative content AO2</p> <ul data-bbox="213 1525 1278 1935" style="list-style-type: none"> • Relative deprivation measures individual experience against other members of society, as such it is a measure of relative inequality rather than poverty eg in wealthy society people who are relatively disadvantaged may still enjoy a quality of life that is far superior to individuals who live in less wealthy societies. • Relative deprivation is a subjective measurement of how an individual’s situation compares with other members of their society eg individuals may make choices which limit their material advantages (to own a car, become a vegetarian or go on holiday). • Absolute poverty is based on an assessment of the resources required to maintain a healthy life eg food, clothing and shelter. It is an objective rather than a subjective measure based on a measurement of minimum subsistence requirements. 	Level	Marks	Descriptor	4	4	Relevant reason identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	3	3	Relevant reason identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a some inaccuracies or omissions, but has some application to the context. (AO2)	2	2	Relevant reason identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and which is only weakly applied application to the context. (AO2)	1	1	Relevant reason identified (AO1).	0	0	Nothing worthy of credit.	
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21	Discuss how far sociologists would agree that the welfare state creates an underclass.	12												
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1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- New Right.
- Marxism.
- Social democratic.
- Feminism.
- The way in which the welfare state attempts to alleviate poverty.
- Other factors that may lead to the creation of an underclass.

Indicative content AO2

- New Right perspective – eg the work of Murray, who suggests that people become dependent on welfare rather than take responsibility for their own lives. Murray argues that the welfare state has created a culture of dependency when people in low skilled, low paid jobs decide they are better off living on the benefits and social housing provided than going to work for minimum wage and having to pay for everything. Murray argued people become lazy and choose not to work, thus becoming an underclass.
- Marxist perspective – welfare is a mechanism used by the ruling class to preserve capitalism, stopping the underclass from becoming class conscious. Providing the underclass with the bare minimum they need to survive stops them from demanding more or challenging the status quo. People feel grateful to the welfare state for supporting them to the point that they do not question why they are at the bottom of the social hierarchy.
- Social democratic perspective – that the welfare state does not create an underclass, but protects the vulnerable from the inequality of capitalism. Single parents with one income, people with disabilities that limit the jobs they can do, people with limited qualifications all need the welfare state to provide for themselves and their families. People have ended up in this position due to circumstance and not by choice as capitalism promotes profit. They argue that

	<p>the government regulation through taxation is needed to ensure that capitalism works for the majority and the minority.</p> <ul style="list-style-type: none"> • Feminist perspective – that the welfare state fails to adequately support women who are single parents or carers and reinforces a patriarchal society. Welfare policies tend to support the traditional family and perpetuate reliance on a male breadwinner. • The way in which the welfare state attempts to alleviate poverty rather than creating it – that it is there to support people who are struggling to access resources. • Other factors that may lead to the creation of an underclass such as a lack of access to resources and employment opportunities. Employers often want more qualifications than they have done previously, meaning that even minimum wage jobs can be difficult to secure. Limited employment opportunities are creating increasing unemployment. The education system whilst ideally provides equal access to education and opportunities, in reality, those from poorer backgrounds often struggle to achieve in school and this can limit their employment prospects. <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of the New Right perspective eg it blames the victims of capitalism. Some social groups need the welfare state to survive, for example, single parents and those who genuinely cannot work. The majority of those claiming benefits are doing so out of necessity rather than to avoid working. Critics would also argue that people would not need to misuse the welfare state if capitalism did not create such an unfair job market. Many employers offer zero-hour contracts on minimum wage which leads to insecurity in contrast to what they may be able to receive from the welfare state. • Analysis and evaluation of the Marxist perspective eg that it ignores the improvement in the lives of working people since the creation of the welfare state. The welfare state provides access to education for those out of work, allowing them the opportunity to find a new career. The NHS aims to improve the health of everyone, including the underclass. Without the welfare state, working people would find themselves in a more difficult position. • Analysis and evaluation of the social democratic perspective eg that the welfare state can create dependence. In some cases, people do commit benefit fraud and become reliant on the system rather than get a job. Some people do choose to live on benefits as it is easier and some people can find themselves trapped in this situation. The jobs available to them may mean they are actually worse off after they have paid rent and bills. People, particularly single parents, may find themselves unable to come off benefits and work due to this. • Analysis and evaluation of the feminist perspective eg that it ignores progressive policies that have actually improved the rights of women eg free hours of childcare enabling many women to return to work and gain financial independence. The welfare state also enables women to escape abusive relationships and provide a safe space for them and their children. • Analysis and evaluation of the way in which the welfare state attempts to reduce poverty rather than creating it eg it provides financial support for individuals and families who are struggling in order to support them in times of difficulty. Pupil premium funding can also help provide support for children from struggling families to achieve educational success that might otherwise be limited by material deprivation. 	
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	<ul style="list-style-type: none">• Analysis and evaluation of other factors that may lead to the existence of an underclass eg a lack of access to resources and employment opportunities.• Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that the welfare state creates an underclass. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance	Total marks												
22	Discuss how far sociologists would agree that patriarchy continues to exist in modern British society.	12												
AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks														
<table border="1"> <thead> <tr> <th data-bbox="212 472 352 551">Level</th> <th data-bbox="352 472 491 551">Marks</th> <th data-bbox="491 472 1287 551">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 551 352 1010">4</td> <td data-bbox="352 551 491 1010">10–12</td> <td data-bbox="491 551 1287 1010"> <p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p> </td> </tr> <tr> <td data-bbox="212 1010 352 1469">3</td> <td data-bbox="352 1010 491 1469">7–9</td> <td data-bbox="491 1010 1287 1469"> <p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p> </td> </tr> <tr> <td data-bbox="212 1469 352 1966">2</td> <td data-bbox="352 1469 491 1966">4–6</td> <td data-bbox="491 1469 1287 1966"> <p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p> </td> </tr> </tbody> </table>			Level	Marks	Descriptor	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>
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1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Liberal feminism.
- Marxist feminism.
- Radical feminism.
- Functionalism.
- Recent reforms that have reduced gender inequalities.

Indicative content AO2

- Liberal feminist perspective – that patriarchy stems from unequal structures which reflect male interests, and can be improved through legislation eg Equalities Act 2010. Alongside this, there also needs to be education for men as the problem is reinforced through socialisation ‘sex-role conditioning’.
- Marxist feminist perspective – that patriarchy is created by capitalism eg the work of Zaretsky it provides cheap female labour, and ensures household chores are completed. Women are exploited in the workplace by the capitalist system and at home by husbands or partners who expect them to run the home. As men are more often the breadwinners, the capitalist economy ensures that patriarchy in the home continues.
- Radical feminist perspective – that patriarchy is the most fundamental source of oppression, eg the work of Walby, that it continues to exist in both the private and public domains. Walby identified six patriarchal structures, including the household. She argued that whilst women could technically divorce their husbands and gain independence, women are often the lower earners and take responsibility for the children. This could lead them into poverty.
- Functionalist perspective – that inequality in society is the product of a meritocratic society, eg the work of Davis and Moore. For Davis and Moore, inequality is necessary as it enables jobs to be filled by the most talented and able to do that job. Whilst society is unequal, it is not necessarily patriarchal. As a meritocracy, everyone has the ability to work hard and achieve success, an unintended consequence of this may be that there is male domination in some careers.

<ul style="list-style-type: none"> • Recent reforms that have reduced gender inequalities eg the Equal Pay Act, shared parental leave, Sex Discrimination Act, Equality Act 2010. Due to legislative changes, women should no longer face discrimination in the workplace and now have the same earning potential as men. Shared parental leave also allows women to split their maternity leave with their partner or spouse, meaning that they can go back to work and their partner or spouse will drop to Statutory Maternity Pay. <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of the liberal feminist perspective eg that despite legislation, women are paid less in work. The gender pay gap does still exist and women are still more likely than men to be in low paid or part time employment. • Analysis and evaluation of the Marxist feminist perspective eg that patriarchy exists in its own right, independent of capitalism. • Analysis and evaluation of the radical feminist view eg that not all women are exploited in the same way. Access to higher education and fertility treatment has led to more women choosing to have children later and prioritising their career. Many women have established careers and incomes of their own before they marry, meaning they are not exploited by their husbands. • Analysis and evaluation of the functionalist view eg that meritocracy is a myth. Meritocracy should allow for men and women to achieve success equally, however, factors such as childcare, care of elderly relatives and teacher expectations, men and women do not always have equal opportunities to work or strive for powerful careers. • Analysis and evaluation of evidence for/against the existence of patriarchy in modern British society eg that women are more likely to work part time. Lone parents are also typically women, on average 90% of lone parents are female and are likely to need flexible working or part time hours. These jobs are typically lower paid. • Analysis and evaluation of the reforms that have been taken to reduce gender inequalities including how successful they have been. The Equal Pay Act 2010 ensures that men and women are paid the same rate for the same work, however due to maternity leave, childcare and managing a household, women are less likely to be promoted or will be promoted later in their career, limiting their earning potential in comparison to male colleagues who do not face these same concerns. The Sex Discrimination Act does ensure that women cannot be discriminated against in the workplace based on their gender, however, women may still face prejudice or harassment at work. Some professions still value 'male' characteristics such as assertiveness and ambition. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that patriarchy exists in modern British society. <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>
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Assessment objectives

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