



GCSE SOCIOLOGY 8192/2

Paper 2 The Sociology of Crime and Deviance and Social Stratification

Mark scheme

June 2019

Version: 1.0 Final



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

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

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

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

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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.

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme. Examples of additional relevant responses will be discussed at standardisation, if you have any doubts you should contact your team leader for clarification.

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

Examiners are required to assign each of the candidates' responses to the most appropriate level according to its overall quality, and then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives (see page 4) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training.

Assessment Objectives

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 lenient treatment of women in the criminal justice system?	1															
	AO1 = 1 mark B																
02	What term is commonly used by sociologists to describe public concern caused by the media's reporting of anti-social behaviour?	1															
	AO1 = 1 mark C																
03	Describe one example of white collar crime.	3															
	<p>AO1 = 3 marks</p> <table border="1" data-bbox="188 1111 1329 1503"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td>2</td> <td>2</td> <td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td>1</td> <td>1</td> <td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <ul data-bbox="188 1599 770 1742" style="list-style-type: none"> • Occupational crime eg stealing from work. • Corporate crime eg insider trading. • Fraud eg submitting false expense claims. • Computer crime eg phishing scams. 	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 source of data on 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 conclusion) by indicating a reason why this element represents a possible strength (AO3)</p> <p>Indicative content</p> <ul style="list-style-type: none"> • The researcher was able to build rapport with the subjects, encouraging open and honest responses. • Qualitative nature of the research suggests that it was more likely to be valid. • Campbell used a number of methods, allowing for comparisons to be made. 		

06	Identify and explain one reason why the life goals of the girls did not differ from those in mainstream society, as referred to in Item A .	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the goals of the girls in the study.</p> <table border="1" data-bbox="188 488 1273 947"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant reason identified and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Relevant reason identified with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Relevant reason identified with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Relevant reason identified.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Merton's strain theory. • Relative deprivation. • Cohen and status frustration. • Values of patriarchal/capitalist society. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Merton's idea that nearly everyone in society shares the goal of material wealth (and when this cannot be achieved by legitimate routes, individuals do so illegitimately) can be used to explain the life goals of the girls in the study. • If the girls in the study were from more deprived backgrounds, they might not have been able to afford the things that others in society have and they may have turned to crime as a consequence. • Cohen's idea that individuals from poor backgrounds share mainstream goals (but that as a consequence of educational failures, they cannot reach these goals) can be used to explain the life goals of the girls in the study. • Female gang members have internalised some of the values of patriarchal or capitalist society eg they still want a family and a home (socialisation/traditional values). 			Level	Mark	Descriptor	4	4	Relevant reason identified and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context.	3	3	Relevant reason identified with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context.	2	2	Relevant reason identified with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context.	1	1	Relevant reason identified.	0	0	Nothing worthy of credit.
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07	Identify and explain one disadvantage of using unstructured interviews to investigate delinquent behaviour.	4																		
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08	From Item B , identify and describe one way in which Becker argued that behaviour can be labelled as deviant, including what you know of his perspective on deviance.	4																		
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09	Identify and explain one issue for sociologists when attempting to define deviance.	4																		
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10	Discuss how far sociologists would agree that institutional racism remains an issue in the criminal justice system.	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

- Interactionism
- Marxism
- The McPherson Report
- Ethnic minority groups and the police/criminal justice system.
- The role of the mass media.

Indicative content AO2

- Interactionist or labelling theory eg the negotiation of labels between the authorities and members of minority groups.
- Marxist theory eg the relationship between racism and capitalism.
- The findings of the McPherson report eg the need for improved training and disciplinary procedures.
- The relationship between ethnic minority groups and the police/CJS eg the use of stop and search and attempts by the police to attract ethnic minority recruits.
- Ethnic minority groups and the mass media eg the use of stereotypes.

Indicative content AO3

- Analysis and evaluation of labelling theory as it relates to the extent to which labels are negotiated in this context (institutional racism).
- Analysis and evaluation of Marxist theory as it relates to institutional racism in the Criminal Justice System.
- Analysis and evaluation of the impact of the McPherson report as it relates to institutional racism in the Criminal Justice System.
- Analysis and evaluation of the relationship between ethnic minority groups and the Criminal Justice System as it relates to evidence of the disproportionate use of stop and search and the failure of some police forces to attract ethnic minority groups.

- | | |
|--|--|
| <ul style="list-style-type: none">• Analysis and evaluation of evidence for the continued use of stereotypes in representations of ethnic minority groups.• 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 institutional racism remains a problem in the Criminal Justice System. | |
|--|--|

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.

11	Discuss how far sociologists would agree that inadequate socialisation is the main cause of criminal and deviant behaviour.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
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1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

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

Indicative content AO1

- New Right.
- Functionalism.
- Interactionism
- Strain theory.
- Peer group and subculture influence.

Indicative content AO2

- New Right perspective eg that inadequate socialisation of the underclass can lead to criminal behaviour.
- Functionalist perspective eg the importance of primary socialisation experiences within the family.
- Labelling theory as an alternative explanation eg preconceptions and stereotypes can affect decisions made by the police and other elements of the criminal justice system.
- Strain theory as an alternative explanation eg Merton’s view that everyone shares the same goals in society, but unequal chances leads to different ‘adaptations to strain’.
- Cohen’s work on subcultures and status frustration as an alternative explanation.

Indicative content AO3

- Analysis and evaluation of the New Right perspective eg to what extent does an underclass exist in Britain (with different norms and expectations to the rest of society).
- Analysis and evaluation of the Functionalist perspective eg to what extent does adequate primary socialisation depend upon membership of a conventional family.
- Analysis and evaluation of labelling theory eg to what extent is an individual’s deviant behaviour influenced by the reactions of others.

- Analysis and evaluation of strain theory eg to what extent do the members of society share the same goals.
- Analysis and evaluation of the work of Cohen eg to what extent does membership of a particular subculture influence an individual's deviant behaviour.
- 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 inadequate socialisation is the main cause of criminal behaviour.

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.

Section B: Social Stratification

Qu	Marking guidance	Total marks															
12	What term is commonly used by sociologists to describe the opportunities of an individual to share in the rewards of society?	1															
	AO1 = 1 mark A																
13	What term is commonly used by sociologists to describe the need for their work to respect confidentiality?	1															
	AO1 = 1 mark B																
14	Describe one example of a barrier that may limit or prevent social mobility.	3															
	<p>AO1 = 3 marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • Limited prospects eg a lack of growth in the economy and as a consequence fewer secure well paid job opportunities. • Limited access to further or higher education eg students from working class backgrounds are less likely to attend university than their middle class peers. • Graduate earning potential eg working class graduates still tend to earn less than their middle class peers. 	Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.	
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15	Identify and describe one form of authority according to Weber.	3															
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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</p> <ul style="list-style-type: none"> • Use of a questionnaire eg its length may have led to a relatively low response rate or limited possible responses. • The reliability of the data eg the data uses a relatively small sub sample of individuals. • The use of self-assigned class eg inaccurate self-assignment may undermine the validity of the data (in his book Townsend defends this and comments that most individuals accurately assigned themselves to a socio-economic group). 		

17	<p>Identify and explain one factor that may lead to a person experiencing poverty as referred to in Item C.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the ways in which an individual can experience poverty.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant factor identified and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant factor identified with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant factor identified with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant factor identified.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Unemployment • Earning a low wage. • Overcrowded or substandard living conditions. • Suffering ill health/disability. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Living on benefits can lead to not being able to afford basic goods and services, as well as social stigma. • Low earnings mean that individual cannot afford to buy the basic goods and services required for an adequate lifestyle. • Overcrowded or substandard living conditions can lead to ill health, meaning ability to work is affected. • Ill health/disability impacts upon an individual’s ability to work/attend school. 			Level	Mark	Descriptor	4	4	Relevant factor identified and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context.	3	3	Relevant factor identified with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context.	2	2	Relevant factor identified with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context.	1	1	Relevant factor identified.	0	0	Nothing worthy of credit.
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18	<p>Identify and explain one disadvantage of using relative measurements of poverty.</p>	4																		
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19	<p>From Item D, identify and describe one way Devine suggests that class attitudes and values have not changed significantly, including what you know of her perspective on this issue.</p>	4																		
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20	<p>Identify and explain one way in which age continues to divide British society.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to forms of inequalities based on age.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant way identified and an appropriate, detailed and well-developed explanation offered with a clear application to the context.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant way identified with an explanation containing some inaccuracies or omissions but which has some application to the context.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant way identified with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant way identified.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Young people tend to earn less. • Older workers can face ageism in the workplace. • Younger people less likely to vote. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • The minimum wage is set at a lower rate for young people, which can mean that they have less disposable income. • Older people tend to be negatively stereotyped, and can be seen to be less able or versatile. • Younger people are less likely to vote in elections; as a result political parties may be less likely to try to engage their vote. 			Level	Mark	Descriptor	4	4	Relevant way identified and an appropriate, detailed and well-developed explanation offered with a clear application to the context.	3	3	Relevant way identified with an explanation containing some inaccuracies or omissions but which has some application to the context.	2	2	Relevant way identified with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.	1	1	Relevant way identified.	0	0	Nothing worthy of credit.
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21	Discuss how far sociologists would agree that a glass ceiling for women still exists in British society.	12												
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0	0	Nothing worthy of credit.

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

Indicative content AO1

- Feminism.
- The Glass ceiling.
- Patriarchy.
- Sex discrimination legislation.
- Positive discrimination in public life.
- Triple shift.

Indicative content AO2

- Feminist theory eg that patriarchy is still dominant in our society, pointing to facts such as the pay gap, patriarchal nature of the family etc.
- The glass ceiling eg that there are no legal barriers stopping women reaching top positions/earnings, but social barriers.
- The work of Sylvia Walby eg that patriarchy has changed – both in private and public life.
- Sex discrimination legislation eg the Equalities Act 2010, outlawing all forms of gender discrimination.
- Positive discrimination eg women only shortlists.
- The triple shift – women who engage in paid work are also more likely to take the lead on domestic tasks and ‘emotional work’ within the family.

Indicative content AO3

- Analysis and evaluation of Feminist theory as it relates to the existence of a glass ceiling in society.
- Analysis and evaluation of the glass ceiling concept itself.
- Analysis and evaluation of the work of Sylvia Walby as it relates to the existence of a glass ceiling in society.
- Analysis and evaluation of anti sex discrimination legislation as it relates to the

	<p>existence of a glass ceiling in society.</p> <ul style="list-style-type: none">• Analysis and evaluation of positive discrimination as it relates to the existence of a glass ceiling in society.• Analysis and evaluation of the concept of the triple shift (eg the work of Dunscombe and Marsden) as it relates to the existence of a glass ceiling in society.• 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 a glass ceiling still exists for women in 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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22	Discuss how far sociologists would agree that the welfare state has helped to create a culture of dependency amongst some groups in Britain.	12												
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0	0	Nothing worthy of credit.

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

Indicative content AO1

- The work of Oscar Lewis.
- The work of Charles Murray.
- Marxist theory.
- Feminist theory.
- Relevant evidence or data relating to social mobility.

Indicative content AO2

- The work of Oscar Lewis eg his idea that a distinct culture of poverty exists.
- The work of Charles Murray eg his arguments for the existence of a welfare dependant underclass, who have a different set of norms and values to wider society.
- Marxist theory eg the idea of the ‘Lumpen Proletariat’ and capitalisms exploitation of low-cost flexible labour.
- Feminist theory eg the idea that women are more likely to be welfare dependent.
- Relevant evidence/data eg the numbers of young people not in education, employment or training, data from the Social Mobility Commission.

Indicative content AO3

- Analysis and evaluation of the work of Oscar Lewis as it relates to the welfare state creating a culture of dependency eg does a culture of dependency/poverty exist.
- Analysis and evaluation of the work of Charles Murray as it relates to the welfare state creating a culture of dependency eg does an underclass exist in British society.
- Analysis and evaluation of Marxist theory as it relates to the welfare state creating a culture of dependency eg does the use of ‘zero hour contracts’ and the persistence of insecure low-paid employment lend support to the Marxist perspective.
- Analysis and evaluation of Feminist theory as it relates to the welfare state eg has the welfare state created a culture of dependency amongst some groups of women.

	<ul style="list-style-type: none"> • Analysis and evaluation of social mobility data. • Evidence based judgements and conclusions relating to the issue of extent (how far sociologists would agree) eg in the judgement of the student how far does the evidence support the premise of the question that the welfare state has created a culture of dependency amongst some groups in 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	A01	A02	A03	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	12
11	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	12
22	4		4	12
Paper total	40	40	20	100