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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**SOCIOLOGY – COMPONENT 2  
C200U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

## EDUQAS GCSE SOCIOLOGY- COMPONENT 2

### SUMMER 2023 MARK SCHEME

#### Marking guidance for examiners

#### Summary of assessment objectives for Component 2

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

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

#### The structure of the mark scheme

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

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

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

#### Stage 1 - Deciding on the band

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

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

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

## **Stage 2 - Deciding on the mark**

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

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

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

### **Questions including passages**

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

### Question 1

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

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

<b>self-fulfilling prophecy</b>	<b>stereotyping</b>	<b>Albert Cohen</b>
<b>Fiona Devine</b>	<b>glass ceiling</b>	<b>chivalry thesis</b>

Award one mark for each correct answer

- (a) self-fulfilling prophecy [1]  
(b) Albert Cohen [1]  
(c) chivalry thesis [1]  
(d) glass ceiling [1]

## Question 2 (a) and (b)

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

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

### UK Employment rate for disability and gender 2013-2019

	<b>2013</b>	<b>2015</b>	<b>2017</b>	<b>2019</b>
Men – with disabilities	45.3%	47.0%	50.8%	54.3%
Men – non-disabled	82.8%	84.9%	85.6%	86%
Women – with disabilities	41.9%	44.5%	48.9%	52.4%
Women – non-disabled	72.4%	75.2%	76.4%	77.4%

The table shows the percentage employment rate for people aged 16–64 comparing disability and gender.

Adapted from Office for National Statistics, ons.gov.uk, 2019.

Award one mark for each correct answer

**(a) Identify the group with the lowest percentage employment rate in 2019. [1]**

Women with disabilities

**(b) Identify the group with the largest increase in percentage employment rate between 2013 and 2019. [1]**

Women with disabilities

**Question 2 (c)**

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

**Describe two patterns or trends shown in the table, supporting your answer with reference to the statistics in the table.** [4]

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

Award one mark for each pattern or trend identified, (to a maximum of two) and one mark each for the supporting statistics.

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

- The disability employment gap between men and women with disabilities has become less.
- People with disabilities have lower employment rates than non-disabled people regardless of gender.
- Overall employment rates have increased between 2013 and 2019.
- Women with disabilities have the most improved employment rate percentage.

A further mark for each pattern or trend is awarded for use of the statistics to accurately support or illustrate the pattern or trend, credit given for answers that refer to the source.

EG. The disability employment gap in 2013 between men and women is 3.4% and has fallen to 1.9% in 2019.

Or The employment percentage has risen for all four groups in the table, such as men non-disabled by 3.2% and as much as 10.5% for women with disabilities.

Award 0 marks for incorrect or irrelevant answers.

### Question 3 (a)

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

**Define what is meant by wealth. [2]**

Award one mark for a basic definition suggesting that wealth refers to the possessions a person has that they do not need to live their day-to-day life.

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

- it means the possessions that a person has which they do not need in their daily lives
- it may include savings, stocks and shares, jewellery, antiques, property
- credit any accurate distinction from income

Award 0 marks for incorrect or irrelevant answers.

### Question 3 (b)

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

**Explain two reasons why higher social classes have more wealth than working class people. [4]**

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

Award one mark for each reason identified and a further mark for development or examples. For the second mark, candidates should link each reason to differences in social class. They should use two different reasons.

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

Responses may include the following:

- Some people in the higher social classes may inherit wealth in the form of property or investments which is passed down by their parents.
- People in the higher social classes acquire greater wealth because they have better life chances in terms of jobs through private education.
- The old boys network gives some families in the higher social classes and advantage in their opportunities to gain wealth.

Award 0 marks for incorrect or irrelevant answers.



**Question 3 (c)**

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

**Discuss different sociological views of class inequality in the UK. [9]**

**In your answer you are advised to discuss at least two sociological views of class inequality in the UK.**

**Band descriptors and mark allocations**

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

	<b>AO1 1a &amp; 1b 3 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 3 marks</b>	
<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two views of class inequality in the UK. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>3</b>	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two views of class inequality in the UK. The explanation will be well developed.	<b>3</b>	A developed analysis and evaluation of at least two views of class inequality in the UK. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	<b>3</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of at least two views of class inequality in the UK, though lacking in detail and with some inaccuracies/ irrelevancies.  <b>Or</b> detailed, relevant knowledge and understanding is demonstrated, but only one view is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain two views of class inequality in the UK. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies.  <b>Or</b> knowledge and understanding is applied and used to explain accurately one view of class inequality in the UK.	<b>2</b>	A partial analysis and evaluation of two views of class inequality in the UK.  <b>Or</b> a developed analysis and evaluation of one view of class inequality in the UK.  Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	<b>2</b>

	<b>AO1 1a &amp; 1b 3 marks</b>	<b>AO2 1a 3 marks</b>	<b>AO3 1a &amp; 1b 3 marks</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of views of class inequality in the UK, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	Application of knowledge and understanding to explain views of class inequality in the UK will be limited. Any explanation will be undeveloped and contain inaccuracies.	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.
	<b>1</b>	<b>1</b>	<b>1</b>
Award 0 marks for incorrect or irrelevant answers			

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

### Indicative content

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

- Marxism – Education favours the ruling class and recreates social class inequalities, Bowles and Gintis,
  - Old Boys network, inheritance, inequalities are increasing.
  - Law favours the protection of wealth and property
  - Functionalism – Wealth goes to those who have talent and work hard, Davis and Moore.
  - Inequality plays a positive function,
  - New Right – Murray, Marsland, benefit dependency
  - Saunders – Social class no longer significant – We now live in a classless society.
  - Prejudice and discrimination against working class and groups within the working class.
  - Any evidence of social class inequality from education, crime or stratification.
- credit accurate references to sociologists and theory where applicable
  - there should be a discussion of the importance/credibility of the reasons and a conclusion.

Award 0 marks for incorrect or irrelevant answers

**Question 4 (a)**

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

**Describe what is meant by *disability*.**

**[2]**

Award one mark for a basic description suggesting that it is someone who cannot do some everyday activities as well as other people.

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

- it may be physical or mental
- it includes a mental or physical impairment.
- accurate examples of disabilities

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (b)**

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

**Explain two ways in which people with disabilities may be stereotyped. [4]**

2 marks available for each way explained.

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

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

- Employers may assume that a person with disabilities may not be physically capable of doing the job.
- Media stereotypes people with disabilities as evil. Captain Hook, The Joker has schizophrenia, Richard III
- Helplessness and dependency
- Taking advantage of benefit system – moral panic
- Medical model – view of disability as a problem.
- Credit reference to accurate examples or studies such as Colin Barnes

**Question 4 (c)**

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

**Explain one law that protects people from discrimination. [2]**

Award one mark for a basic identification of law or explanation e.g. Equality Act 2010 or a law that stops discrimination.

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

- Equality Act applies to 9 protected characteristics including gender, disability, sexual orientation etc.
- Disability Discrimination Act 1995
- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Reference to other laws or aspects of the law or examples. E.g. Protects discrimination in employment and when using services. Duty of employer to make reasonable adjustments.
- Credit reference to accurate examples

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (d)**

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

**Assess whether discrimination still exists in the UK.**

**[9]**

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

**Band descriptors and mark allocations**

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

	<b>AO1 1a &amp; 1b 3 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 3 marks</b>	
<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of whether discrimination still exists in the UK with reference to examples or evidence from at least two areas of life. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>3</b>	Knowledge and understanding of relevant theories/concepts/ evidence from at least two areas of life is applied and used to explain accurately whether discrimination still exists in the UK. The explanation will be well developed.	<b>3</b>	A developed analysis and evaluation of what the evidence/ examples from at least two areas of life show in relation to whether discrimination still exists in the UK. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	<b>3</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of whether discrimination still exists in the UK with reference to examples or evidence from at least two areas of life, though lacking in detail and with some inaccuracies/ irrelevancies.  <b>Or</b> detailed, relevant knowledge and understanding of whether discrimination still exists in the UK. with reference to examples or evidence is demonstrated, but only one area of life is considered.  There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/ evidence from two areas of life is partially applied and used to explain whether discrimination still exists in the UK. The explanation will be partially developed as some of these factors will be explained in less detail than others and with some inaccuracies.  <b>Or</b> knowledge and understanding from one area of life is applied and used to explain accurately and in detail whether discrimination still exists in the UK. This explanation will be well developed.	<b>2</b>	A partial analysis and evaluation of what the evidence/ examples from at least two areas of life show in relation to whether discrimination still exists in the UK.  <b>Or</b> a developed analysis and evaluation of what the evidence/ examples from only one area of life show. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	<b>2</b>

	<b>AO1 1a &amp; 1b 3 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 3 marks</b>	
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of whether discrimination still exists in the UK, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain whether discrimination still exists in the UK will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers						

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

### Indicative content

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

Responses are likely to focus on areas such as social exclusion, stereotyping, prejudice, discrimination, media representation, legislation, health, income and wealth, poverty, work and education. Responses may also refer to class, gender, ethnicity, disability and/ or sexuality. Stronger answers will consider sociological arguments and evidence which support the statement and those which could be used to assess how far the statement is true.

Arguments suggesting discrimination is less prevalent

- legislation including 2010 Equality Act, Equal Pay Act 1970, Disability Discrimination Act 1995, Sex Discrimination Act 1975, Race Relations Act 1976.
- Media representation – improvements – greater representation in media – ethnicity, gender,
- Campaigns raising awareness – Black Lives Matter, Reclaim the Streets.
- Report by Commission on Race and Ethnic Disparities 2021

Arguments suggesting discrimination is happening

- prejudice, stereotyping, labelling
- work, health, discrimination, CEO's
- Pay gaps, glass ceiling
- Media representation, moral panics, scapegoating
- Medical and Social Models of disability
- Status and power
- Social exclusion, poverty and social inclusion

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

Award 0 marks for incorrect or irrelevant answers

### Question 5 (a)

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

**Explain, with examples, what is meant by cycle of deprivation. [4]**

Award one mark for basic explanation of cycle of deprivation. and a further mark for development or examples. Candidates may refer to one of the points below or other relevant examples.

- The cycle of deprivation means that people are trapped in poverty.
- The cycle of deprivation is passed on from one generation to the next.
- More developed answers would consider education and employment or the culture of poverty including immediate gratification.
- Dependency culture – New Right
- Marginalisation and social exclusion could form part of an answer.

Award 0 marks for incorrect or irrelevant answers.

### Question 5 (b)

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

**Describe two ways that people may be socially excluded. [4]**

Award one mark for a basic explanation stating that social exclusion refers to the process where some groups feel left out of society or are unable to take a full part in social life. A second mark is available for development or examples.

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

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

- People with disabilities may lack access to buildings or facilities.
- Ethnic minorities may lack language skills, social connections or knowledge about culture.
- Unemployed people may live in poverty and are not able to take part in activities that others would reasonably expect to do.
- Lack of money may mean that social opportunities are not possible such as going on holiday or taking up a hobby.
- Institutional racism may make ethnic minorities feel unconnected to society.
- Homelessness will mean that a person does not feel included and is marginalised.

Award 0 marks for incorrect or irrelevant answers.

**Question 5 (c)**

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

**Discuss what is meant by poverty.**

**[9]**

**In your answer you are advised to refer to evidence from at least two sociological views to support your judgement.**

**Band descriptors and mark allocations**

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

	<b>AO1 1a &amp; 1b 3 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 3 marks</b>
<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of two sociological views of poverty with reference to examples or evidence. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>3</b>	Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain accurately two sociological views of poverty. The explanation will be well developed.	<b>3</b>	A developed analysis and evaluation of what the evidence/ examples from at least two sociological views of poverty. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of two sociological views of poverty, though lacking in detail and with some inaccuracies/ irrelevancies.  <b>Or</b> detailed, relevant knowledge and understanding is demonstrated, but only one sociological view of poverty is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two sociological views of poverty. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies.  <b>Or</b> application of knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain only one sociological view of poverty. This explanation will be well developed.	<b>2</b>	A partial analysis and evaluation of what the evidence/ examples from two sociological views of poverty.  <b>Or</b> a developed analysis and evaluation of what the evidence/ examples from only one sociological view of poverty show.  Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.



	AO1 1a & 1b 3 marks	AO2 1a 3 marks	AO3 1a & 1b 3 marks
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of two sociological views of poverty, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts. <b>1</b>	Application of knowledge and understanding of relevant theories/ concepts/evidence to explain sociological views of poverty will be limited. Any explanation will be undeveloped and contain inaccuracies. <b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question. <b>1</b>
Award 0 marks for incorrect or irrelevant answers			

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

### Indicative content

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

- Definitions of poverty; Absolute poverty, Relative poverty, Subjective poverty
  - Material deprivation
  - Relative deprivation including the work of Townsend
  - Rowntree's research including primary and secondary poverty
  - Cultural deprivation
  - Relevant knowledge including food banks, homelessness, cost of living crisis, FSM, energy crisis
  - Social construction of what is regarded as poverty and how this changes over time.
- credit accurate references to sociologists and theory
  - there should be some discussion of the difficulties in agreeing on a definition of poverty and a conclusion relating to the argument.

Award 0 marks for incorrect or irrelevant answers.

**Question 6 (a)**

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

**Describe what is meant by the term *labelling*.**

**[2]**

Award one mark for a basic description of labelling. E.g. A label attached to a person such as criminal or thief.

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

- Often given by a person of higher status, such as teacher, police or courts
- May become a self-fulfilling prophecy.
- can be linked to stereotypes about youth and ethnic groups
- Related theorist, such as Becker, Ball, Hargreaves.

Award 0 marks for incorrect or irrelevant answers.

### Question 6 (b)

Mark allocation:	AO1 1a & 1b	AO2	AO3
5	5		

Outline what is meant by a criminal subculture.

[5]

#### Band descriptors and mark allocations

AO1 5 marks		
<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of sociological insights into criminal sub-cultures. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4-5</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of sociological insights into criminal sub-cultures, though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>2-3</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of sociological insights into criminal sub-cultures which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers		

#### Indicative content

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

- Norms and values of a criminal sub-culture
- Unemployment, lack of opportunity
- Albert Cohen – Status Frustration
- New Right – culture of poverty, Charles Murray
- Marxism – sub-cultures a response to inequalities of capitalism.
- credit reference to relevant sociologists such as Cloward and Ohlin, Walter Miller and other relevant examples, such as Matza's idea of 'Drift'.

**Question 6 (c)**

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

**Explain how social class and crime are linked.**

**[8]**

**You should explore at least two possible ways in your response.**

**Band descriptors and mark allocations**

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

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 4 marks</b>	
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways that social class and crime are linked. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	Knowledge and understanding of relevant theories/concepts/ evidence for at least two ways that social class and crime are linked. The explanation will be fully developed.	<b>4</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of at least two ways that social class and crime are linked, though one reason will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>3</b>	Knowledge and understanding of relevant theories/concepts/ evidence for at least two ways that social class and crime are linked. The explanation will be partially developed and one of these reasons will be explained in less detail than the other.	<b>3</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of at least two ways that a social class and crime are linked, though with some inaccuracies/ irrelevancies and lacking development and detail, <b>or</b> detailed, relevant knowledge and understanding is demonstrated, but only one way that a social class and crime are linked. There will be limited evidence of appropriate sociological language and concepts, with little detail.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/ evidence for at least two ways that social class and crime are linked, but there will be little development and some inaccuracies, <b>or</b> one way that social class and crime are linked.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of ways that social class and crime are linked. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain why social class and crime are linked will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers				

## Indicative content

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

- Labelling linked to stereotyping leading to biased policing affecting the working class.
- Patterns of crime including rates of offending and victimisation
- New Right views – working class crime is the main problem.
- Marxist views of crime – police bias against working class.
- Types of crime including occupational crime, white collar crime, corporate and street crime.
- Notion of typical offender, labelling, deviant career.
- Media reporting
- Credit reference to relevant sociological theories such as Chambliss, Merton, subcultural theories.

**Question 6 (d)**

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

**Discuss whether the police and courts treat all people equally in the UK. [15]**

**In your answer you are advised to refer to different sociological views to support your judgement.**

**Band descriptors and mark allocations**

	<b>AO1 1a &amp; 1b 4 marks</b>	<b>AO2 1a 3 marks</b>	<b>AO3 1a &amp; 1b 8 marks</b>
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of different sociological views on enforcement of the law. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4  There are no Band 4 marks for this assessment objective.  3 marks are awarded as for Band 3.	A developed analysis and evaluation of different sociological views on enforcement of the law. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question.  <b>7-8</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of different sociological views on enforcement of the law, though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3  Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain the different sociological views on enforcement of the law. The explanation will be well developed.	3  Good analysis and evaluation of different sociological views on enforcement of the law. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question.  <b>5-6</b>

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 8 marks</b>	
<b>Band 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of different sociological views on enforcement of the law, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts.	<b>2</b>	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain different sociological views on enforcement of the law. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies.	<b>2</b>	A partial analysis and evaluation of different sociological views on enforcement of the law. Any judgement or conclusion will be superficial.	<b>3-4</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of different sociological views on enforcement of the law. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain the accuracy of different sociological views on enforcement of the law will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1-2</b>
Award 0 marks for incorrect or irrelevant answers						

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

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

## Indicative content

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

- Marxist views of crime and capitalism; ruling class interests protected by the law
- capitalism is supported by the forces of control
- White collar and corporate crime are less likely to be pursued and prosecuted
- Working class crime is more of a focus for the police due to moral panics and the media.
- William Chambliss – Seattle case study.
- Saints and the Roughnecks –
- Labelling
- Chivalry Thesis
- Demonisation of women
- Age – moral panics and policing styles
- Ethnicity – institutional racism, Stephen Lawrence case, Windrush scandal.
- Criticisms of Marxism – Working class crime is a real problem and working class more likely to be victims.
- credit reference to relevant sociologists and theory where applicable e.g. Frank Pearce, Gilroy.
- there should be some conclusion to the argument



### Question 7 (a)

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

**In September 2019 there were climate protests in London. These involved large numbers of people going out to protest. You have been asked to carry out sociological research on the day of the protest.**

**Identify a suitable qualitative research method that could be used. [1]**

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

Unstructured Interviews  
Participant Observation  
Content analysis (media)

Award 0 marks for incorrect or irrelevant answers.

Questionnaires and structured interviews are not qualitative so should not be awarded a mark.

### Question 7 (b)

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

**Explain two reasons why this is a suitable method. [4]**

1 mark available for accurate application and explanation of a suitable method.  
2 marks available for accurate developed application and explanation of a suitable method.

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

Responses should focus on the suitability of the chosen research method applied to the study of climate protests in the UK.

E.g. a basic reason would be 'Participant Observation would gain a first-hand view which would see what was really going on.'

To develop this an answer would use technical terms such as validity or explain that the research would gain qualitative detailed information.

A further 2 marks are available for a second reason related to the suitability of the method.

**Question 7 (c)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1b</i>	<i>AO3 1a &amp; 1b</i>
<b>6</b>		<b>3</b>	<b>3</b>

**Explain and evaluate the problems of using your chosen research method to study a large crowd at a protest march. [6]**

**Band descriptors and mark allocations**

	<b>AO2 1b 3 marks</b>	<b>AO3 1a &amp; 1b 3 marks</b>	
<b>BAND 3</b>	Knowledge and understanding of relevant theories/ concepts/ evidence/ methods is applied and used to explain accurately and in detail the problems of using the chosen research method for the given research. The explanation will be fully developed.	<b>3</b> A developed analysis and evaluation of the problems of using the chosen research method to study a large crowd at a protest march. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question.	<b>3</b>
<b>BAND 2</b>	Knowledge and understanding of relevant theories/ concepts/ evidence/ methods is applied and used to explain the problems of using the chosen research method for the given research. There will be some development in the explanation but with some inaccuracies	<b>2</b> A partial analysis and evaluation of the problems of using the chosen research method to study a large crowd at a protest march. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question.	<b>2</b>
<b>BAND 1</b>	Application of knowledge and understanding to explain the problems of using the chosen research method for the given research will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b> Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers			

## Indicative content

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

- Blending in – how to dress – gatekeeper may help
  - Recording – depends on memory, difficult to make notes at time.
  - Ethical issues - Danger for the researcher, Lack of informed consent
  - No right of withdrawal, No debrief possible, anonymity
  - Lack of quantitative data
  - Small scale, lack of representativeness and reliability, only see a small part of the event.
  - useful to find out the real picture of the reasons for the protests
  - Qualitative data can be used to find out more about the area being investigated and help design questionnaires later
  - Could carry out unstructured interviews as part of this.
- Credit reference to examples of studies using participant observation
- William Whyte
  - James Patrick

Award 0 marks for incorrect or irrelevant answers.