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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

**SOCIOLOGY – COMPONENT 2  
C200U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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

### SUMMER 2022 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 objective(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>		

Answer **all** questions.

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

Carlen	deprivation	scapegoat
social inclusion	white collar crime	Murray

Award one mark for each correct answer

- (a) social inclusion [1]
- (b) Carlen [1]
- (c) white collar crime [1]
- (d) scapegoat [1]

**Question 2 (a) and (b)**

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

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

**Top jobs Britain 2014-2019**

	Senior Judges	Armed forces officers	Newspaper Journalists	MP's	Footballers	Olympic medallist	Top TV, Film and Musicians
Percentage who attended independent schools 2014	71%	62%	43%	33%	8%	35%	44%
Percentage who attended independent schools 2019	65%	49%	44%	29%	5%	31%	38%

\*Independent Schools are private schools which parents have to pay for their children to attend.  
7% of the general population attend independent schools in Britain.

Adapted from Sutton Trust – 'Elitist Britain' 2019

- (a) Identify the job with the highest percentage who attended independent schools in 2019. [1]**

Award one mark for senior judges or judges

- (b) Identify the job with the lowest percentage who attended independent schools in 2019. [1]**

Award one mark for footballer

**Question 2 (c)**

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

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

**Refer to at least two patterns or trends in your answer**

One mark available for a basic pattern or trend described. E.g. People who went to independent schools are more likely to be in the top jobs.

A second mark is available for added detail and reference to the statistics. E.g. Only 7% of people went to independent school, but 65% of senior judges went to independent schools.

A further two marks are available for a second pattern or trend as above. E.g. The % of those in the top jobs has fallen between 2014 and 2019.

Or Football is the only area with no significant advantage.

**Question 3 (a)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO21a</i>	<i>AO3</i>
<b>1</b>	<b>1</b>		

**(a) Define what is meant by status. [2]**

One mark for a basic definition. E.g. Status is about how important a person is.

Two marks for a developed explanation e.g. Status is about a person's position in the hierarchy. It is closely linked to a person's occupation or social class. Credit for knowledge of achieved and ascribed status.

**Question 3 (b)**

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

**(b) Explain two reasons why people may get the most important jobs in the UK. [4]**

Two 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 a basic explanation of a reason each and a further mark for development or examples. For the second mark, candidates should develop the answer further using examples, specialist terminology or description of the way groups are affected.

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

Responses are likely to focus on positive reasons such as the most talented and hardworking achieve the most important jobs. They may also refer to work, education, crime, health or the media. Functionalist views regarding role allocation, Davis and Moore.

Other responses may refer to inequality of opportunity including sexism, racism, ageism, prejudice, discrimination. They might also refer to social class and related arguments regarding private schooling.

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>

**(c) Discuss different sociological theories of life chances and jobs in the UK. [9]**

*In your answer you are advised to discuss at least two sociological theories of life chances and jobs 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 sociological theories of life chances and jobs 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 at least two sociological theories of life chances and jobs in the UK. The explanation will be well developed.	<b>3</b>	A developed analysis and evaluation of two sociological theories of life chances and jobs 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 the functionalist and at least two sociological theories of life chances and jobs in the UK, though lacking in detail and with some inaccuracies/ irrelevancies.  <b>Or</b> detailed, relevant knowledge and understanding is demonstrated, but only the one sociological theory 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 sociological theories of life chances and jobs 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 sociological theory of life chances and jobs in the UK.	<b>2</b>	A partial analysis and evaluation of two sociological theories of life chances and jobs in the UK.  <b>Or</b> a developed analysis and evaluation of one sociological theory of life chances and jobs 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 life chances and jobs 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 sociological theory of life chances and jobs 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.

- Davis and Moore – role allocation and effective performance – rewards – the best jobs are given to those talented and working hard. Meritocracy
- New Right –Peter Saunders – Britain is close to being a meritocracy Jobs go to the most talented. Many of the middle class are actually more gifted.
- Marxist view – The ruling class make sure their children get the most important jobs. Eg MP’s and private schooling.
- Gender – Feminists would argue that glass ceiling/patriarchy operates.
- Racism – Institutional racism may prevent ethnic minorities achieving the most important jobs.
- Legislation prevents groups against discrimination. Equality Act 2010.

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>		

**(a) Describe what is meant by patriarchy. [2]**

Award one mark for a basic description suggesting that it is male dominance of society.

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

- it can mean that women are disadvantaged or limited in the roles they can do. Men get the best jobs and the most powerful jobs.
- credit reference to sexism, any accurate example of prejudice and/or discrimination

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (b)**

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

**(b) Explain one way in which male roles have changed in recent years. [2]**

Award one mark for a basic explanation suggesting men are no longer as dominant or that traditional male roles are less common.

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:

- no longer main breadwinner
- decision making more equal
- new man, symmetrical family,
- male gender stereotypes in media not as closely linked to traditional masculinity.
- Work places more feminised.
- Reference to examples from the media, work, education, family.

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (c)**

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

**(c) Explain *two* ways in which stereotypes of gender roles could be harmful. [4]**

Two marks available for each reason 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:

- Media representation – stereotypes encourage prejudice and discrimination  
credit reference to accurate examples
- Media representation of stereotypes e.g. affects individuals self-image. This limits life chances for men and women.
- Limited aspirations for men and women
- Unhappiness
- Harmful discrimination.
- Socialisation teaches people to be prejudiced. E.g. sexist images encourage disrespect for women.

**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>

**(d) Assess whether gender differences still affect inequality 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 views 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 areas with reference to examples or evidence about the importance of gender affecting 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 about the importance of gender affecting inequality presenting at least two different areas of life in the UK is applied and used to explain views of inequality. 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 and the importance of gender leading to inequality. 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 about the importance of gender affecting inequality in the UK, with reference to examples or evidence from at least two areas, though lacking in detail and with some inaccuracies/ irrelevancies.  <b>Or</b> detailed, relevant knowledge and understanding about the importance of gender affecting inequality 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 about the importance of gender affecting inequality with reference to at least two areas of life. 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 views of gender and inequality. 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 and the importance of gender leading to inequality.  <b>Or</b> a developed analysis and evaluation of what the evidence/examples from only one area of life shows. 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 about the importance of gender affecting 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.	<b>1</b>	Application of knowledge and understanding to explain the importance of gender affecting inequality presenting at least one area of life. 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, stereotyping, prejudice, discrimination, media representation, glass ceiling. Responses may also refer to education, work, family, wealth and income, family, media, crime.

Strong answers may refer to other forms of difference, such as class or ethnicity.

- Prejudice, stereotyping, labelling
- Life chances
- Sexism
- Discrimination,
- Lack of role models,
- Media representation,
- Social exclusion, poverty and social inclusion
- Relative importance of other factors – Class, Ethnicity Disability et
- Feminism including the work of Sylvia Walby, Ann Oakley, Dual Burden, Duncan and Marsden Triple Shift, Glass Ceiling. Legislation
- credit accurate references to sociologists and theory where applicable
- learners should discuss how significant the changes have been in the areas they look at.

Award 0 marks for incorrect or irrelevant answers

**Question 5 (a)**

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

**(a) Explain, with examples, what is meant by social class. [4]**

One mark each available for basic explanations of views of social class.

For example.

Social class is decided by the job you do.

More developed answers would be awarded a second mark.

There are two classes in society, according to Marx and a further mark for development or examples. E.g. Marx said that the highest social class were the bourgeoisie who owned the means of production, the workers were called the proletariat. The main split is between workers and owners.

Two further marks for a second view as above.

E.g. Weber's view of class, status and party.

Reference to Registrar General or other official classifications of social class

More complex view of three class system and/or underclass.

Award 0 marks for incorrect or irrelevant answers.

**Question 5 (b)**

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

**(b) Describe two ways in which people may be exploited. [4]**

Award one mark for a basic explanation e.g. people are used or taken advantage by others.

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

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

Women may be paid less than men for doing the same job. Equal pay Act not being successful.

Zero hours contracts, Gig economy. Not paid minimum wage

Immigrant groups exploited

Workers in developing countries exploited, Child Slavery.

Award 0 marks for incorrect or irrelevant answers.

**Question 5 (c)**

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

- (c) **‘Those living in poverty need to change the way they live to improve their lives’. Do you agree with this view?** [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 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>	<p>A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two views of those living in poverty.</p> <p>There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.</p>	<b>3</b>	<p>Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two views of poverty. The explanation will be well developed.</p>	<b>3</b>	<p>A developed analysis and evaluation of at least two views of those living in poverty in society. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.</p>	<b>3</b>
<b>BAND 2</b>	<p>Answer has some coherence, demonstrating partial knowledge and understanding of at least two views of those living in poverty though lacking in detail and with some inaccuracies/ irrelevancies.</p> <p><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.</p>	<b>2</b>	<p>Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain two views of poverty in society. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies.</p> <p><b>Or</b> knowledge and understanding is applied and used to explain accurately one view of unequal wealth in society.</p>	<b>2</b>	<p>A partial analysis and evaluation of those living in poverty in society.</p> <p><b>Or</b> a developed analysis and evaluation of one view of those living in poverty in society. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.</p>	<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 different views of unequal wealth in society, 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 different views of social class and inequality in society 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.

***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.

- Functionalist view – Poverty plays a positive role for society. It motivates others not to fall into poverty and work hard.
- New right – The culture of poverty is the problem, Charles Murray, Marsland,
- Dependency culture – dependency on welfare.
- Marxist view – Capitalism is the real cause of poverty. A system allowing exploitation of the poor by the bourgeoisie will always result in poverty for some.
- People in work are now living in poverty, zero hours contracts, gig economy.
- Prejudice and discrimination mean that some groups are always going to be poor. Ethnic minorities and women are at greater risk of poverty as are the elderly and people with disabilities

Credit accurate reference to work, education, health, crime

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 6 (a)**

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

**(a) Describe what is meant by the term deviance. [2]**

Award one mark for a basic description of deviance, such as behaviour which breaks social norms.

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

- Deviance is behaviour which breaks social norms and is usually given a sanction by others. E.g Pushing into a queue may result in comments or frowns.
- Deviance is not necessarily against the law and may not be a crime. Some deviant acts are also criminal e.g. stealing from a shop.

Award 0 marks for incorrect or irrelevant answers.

**Question 6 (b)**

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

**(b) Outline reasons why what is seen as deviant behaviour changes in society. [5]**

**Band descriptors and mark allocations**

<b>AO1 5 marks</b>		
<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of reasons why what is seen as deviant may change in society. 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 reasons why what is seen as deviant may change in society, 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 reasons why what is seen as deviant may change in society which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	<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:

- Social norms change over time
- Anomie
- Socialisation changes – Media, education,
- New technology
- Legislation – new laws.
- Groups within society try to change people’s views. eg. LGBT, Environmental protesters.
- credit reference to relevant examples

**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>	

**(c) Explain how age and crime are linked.**

**You should explore at least two possible ways in your response. [8]**

**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 how age 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 two reasons is applied and used to explain accurately and in detail age 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 how age 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 two reasons is applied and used to explain accurately how age 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 how age 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 reason relating to how age 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 two reasons is applied and used to explain how age and crime are linked but there will be little development and some inaccuracies, <b>or</b> one reason only is applied and used to explain accurately and in detail.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of reason(s) relating to how age 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 how age and crime are linked. 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:

- Patterns relating to age and crime. Eg. Youth and the elderly.
- Age Crime Curve – typical offending patterns by age
- Stereotyping, prejudice and discrimination
- Folk Devils and Moral panics about youth crime
- Victimisation patterns
- Knowledge of crime and the age of criminal responsibility  
Case studies, e.g. Jamie Bulger

**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>

**(d) Discuss whether subcultures and crime are related. [15]**

*In your answer you are advised to refer to different sociological views on subcultures and crime 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 a range of factors relating to sociological views of subcultures and crime. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	There are no Band 4 marks for this assessment objective. 3 marks are awarded as for Band 3.		A developed analysis and evaluation of whether sociological views are useful explanations of subcultures and crime. 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 factors relating to sociological views of subcultures and crime, 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.	<b>3</b>	Knowledge and understanding of relevant theories/concepts/ evidence is applied and used to explain sociological views of subcultures and crime. The explanation will be well developed.	<b>3</b>	Good analysis and evaluation of whether sociological views are useful explanations of subcultures and crime. 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>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of subcultures and crime, 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 sociological views of subcultures and crime. 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 sociological views of subcultures and crime. Any judgement or conclusion will be superficial.	<b>3-4</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 1</b>	Answer demonstrates only basic knowledge and understanding of the accuracy of sociological views of subcultures and crime. 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 sociological views of subcultures and crime 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:

- Status Frustration
- Cohen
- Walter Miller – Focal concerns
- Gangs
- Crisis of masculinity
- Charles Murray – New Right – culture of poverty
- Age Crime Curve
- Subcultures
- Other views of the causes of crime, including Marxism
- credit reference to relevant sociologists and theory where applicable e.g. New Right, Marxism
- 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>	

You have been asked to carry out sociological research to investigate schoolchildren's views on vaping.

- (a) Identify *one* research method that would be suitable for your research into schoolchildren's views on vaping. [1]

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

- Structured or unstructured interviews
- Questionnaires
- No credit for observation

Award 0 marks for incorrect or irrelevant answers.

**Question 7 (b)**

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

- (b) Describe *two* reasons why the method you have chosen is suitable for research into schoolchildren's views on vaping. [4]

Two marks available for accurate application and explanation of a suitable reasons.

If more than one reason 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 method for this research project into schoolchildren and vaping.

A further two marks for a second reason.

- Unstructured interviews to build up trust and rapport to increase validity  
Schoolchildren may be worried that they will get into trouble if they have tried vaping.
- Unstructured interviews will allow the researcher to add questions they may not have thought of. Researchers may not automatically know the right questions to ask when interviewing school children who are a lot younger than themselves.
- Questionnaires could be anonymous, so people may be more honest as they may worry about getting into trouble.



**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>

- (c) Explain and evaluate the problems you may experience when researching schoolchildren’s views on vaping. [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 involved in research into school children’s views on vaping. The explanation will be fully developed.	<b>3</b>	A developed analysis and evaluation of the explain accurately and in detail the problems involved in research into school children’s views on vaping. 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 accurately and in detail the problems involved in research into school children’s views on vaping. There will be some development in the explanation but with some inaccuracies	<b>2</b>	A partial analysis and evaluation of the explain accurately and in detail the problems involved in research into school children’s views on vaping. 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 accurately and in detail the problems involved in research into school children’s views on vaping 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:

- Sample – access, permission
- Costs, funding.
- Ethical issues
- Legality
- Confidentiality- may be using other substances.
- Anonymity
- Harm to participants – May encourage vaping which may have unknown harmful effects
- Informed consent
- Ways of overcoming ethical issues including debrief.
- Ways of overcoming problems eg. Funding from a health charity.

Award 0 marks for incorrect or irrelevant answers.