GCSE MARKING SCHEME

AUTUMN 2020

SOCIOLOGY – COMPONENT 2
C200U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

GCSE SOCIOLOGY

AUTUMN 2020 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

Mark allocation:	AO1 1a	AO2	AO3
4	**4**		

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

victim study   ethnicity   Oakley   Townsend   sexism   sampling

Award one mark for each correct answer

(a)   Oakley   [1]

(b)   Sampling   [1]

(c)   Ethnicity   [1]

(d)   Townsend   [1]

Question 2 (a) and (b)

Mark allocation:	AO1 1b	AO2	AO3
2	**2**		

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

Poverty in the UK over 20 years

	1995	2012	2016
Children in the UK living in poverty	33%	27%	30%
Pensioners in the UK living in poverty	28%	13%	16%
Lone parent families living in poverty	58%	41%	46%
Single people without children living in poverty	25%	28%	25%

Other figures in the report showed that in 2016, one in 8 workers were living in poverty. 30% of families with a disabled person live in poverty compared to 17% of those without a disabled person.

Adapted from Joseph Rowntree Foundation UK Poverty 2017

(a)   Identify the percentage of pensioners in the UK living in poverty in 2016.   [1]

Award one mark for 16%

(b)   Identify the group with the highest percentage increase in poverty between 2012 and 2016   [1]

Award one mark for lone parent families

(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 in your answer

One mark available for a basic pattern described.
E.g. poverty has decreased and then begun to increase in most groups
E.g. For single people without children poverty has not changed much.

A second mark is available for added detail and reference to the statistics.
A further two marks are available for a second pattern or trend.

Question 3 (a)

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

One mark for a basic definition. E.g. Lifechances are about your chances of having a good life of having good things and avoiding bad.

Two marks for a developed explanation e.g. Lifechances are about a person's opportunities of living a healthy, happy and successful life. They are often linked closely to gender, social class, disability and ethnicity. They include life expectancy, wealth, income and many other factors.

Under 18

Question 3 (b)

Mark allocation:	AO1	AO2 1a	AO3
4		**4**	

(b)   Explain two factors which affect a person's lifechances.   [4]

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

Award one mark for a basic explanation of a factor 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. Some answers may use the group as a factor which is acceptable as long as it is explained. They may use the same group in both reasons.

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

Responses are likely to focus on reasons such as unemployment, homelessness, cultural capital, income, prejudice, discrimination, stereotyping. They may also refer to work, education, crime, health or the media.

in relation to work answers may refer to unemployment, discrimination.

in relation to income and wealth, may not get the same opportunities. e.g. Private education.

in relation to education, some groups are more likely to be excluded from school through non-attendance or exclusion.

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

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

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

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

(c) Discuss the functionalist view that inequality is needed by society. [9]

In your answer you are advised to discuss functionalist and other sociological views of inequality in society

Band descriptors and mark allocations

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

	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the functionalist and at least one other view of inequality in society. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately the functionalist and at least one other view of inequality in society. The explanation will be well developed.	3	A developed analysis and evaluation of the functionalist and at least one other view of inequality 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.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the functionalist and at least one other view of inequality in society, though lacking in detail and with some inaccuracies/ irrelevancies. **Or** detailed, relevant knowledge and understanding is demonstrated, but only the functionalist view is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain the functionalist and at least one other view of inequality 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. **Or** knowledge and understanding is applied and used to explain accurately the functionalist view of inequality in society view of poverty.	2	A partial analysis and evaluation of the functionalist and at least one other view of inequality in society. **Or** a developed analysis and evaluation of the functionalist view of social class and inequality in society. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

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

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

Indicative content

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

➢ Functionalist view – inequality necessary and essential
➢ Davis and Moore – role allocation and effective performance - rewards
➢ New Right – we need inequality and this has given us a meritocratic society – Peter Saunders.
➢ Marxist view – Wealth could be shared more equally – working class exploitation, extreme poverty not necessary.
➢ Gender – Feminists would argue that male female inequality, patriarchy is not necessary. Stratification benefits men.

• 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)

Mark allocation:	AO1 1a & 1b	AO2	AO3
2	2		

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

Job discrimination for ethnic minority British

Recent research published in 2018 showed that black Britons and Asians face high levels of discrimination which has not changed since the 1960's. It said that other surveys had found less prejudice among the public, but it remains a problem in the workplace.

Adapted from The Guardian, January 2019

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

Award one mark for a basic description suggesting that it is treating others differently because of their race, disability, sexuality or gender. No credit for answers that refer to judging others, i.e. prejudice.

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 people are treated differently and face disadvantages when applying for housing or jobs, at school, when dealt with by police and courts.
- Usually based on prejudice.
- credit reference to racism, sexism, disability discrimination as long as linked to discrimination
- any accurate example of discrimination

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

Mark allocation:	AO1 1a & 1b	AO2	AO3
2	2		

(b) Explain what is meant by prejudice. [2]

Award one mark for a basic explanation suggesting that it is prejudging others based on a group they belong to.

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:

- often linked to sexism and racism
- prejudice is a thought but may lead to action in the form of discrimination.
- Reference to examples from the social life, news or history.

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

Mark allocation:	AO1	AO2 1a	AO3
4		**4**	

(c) Explain two reasons why some people are prejudiced about people from different ethnic groups. [4]

2 marks available for each reason explained.

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

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

- Far right groups – beliefs encourage prejudice and discrimination credit reference to accurate examples
- Media representation of ethnic groups e.g. Islamophobia has linked Muslims to terrorism.
- Socialisation teaches people to be prejudiced. E.g. parents, neighbourhood or lack of education to learn British Values of tolerance and respect.
- Moral panics create fear of folk devils. Ethnic minorities are more likely to be treated in this way. E.g. fears of immigrants

Question 4 (d)

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

(d) 'Ethnicity can lead to inequality in the contemporary UK. 'Do you agree with this view? [9]

In your answer you are advised to refer to evidence from at least two areas 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.

	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of two areas with reference to examples or evidence about the importance of ethnicity affecting inequality in the UK. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence about the importance of ethnicity 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.	3	A developed analysis and evaluation of what the evidence/examples from at least two areas of life and the importance of ethnicity 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.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding about the importance of the ethnicity 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. **Or** detailed, relevant knowledge and understanding about the importance of ethnicity 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.	2	Knowledge and understanding of relevant theories/ concepts/evidence about the importance of ethnicity 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. **Or** knowledge and understanding from one area of life is applied and used to explain views of ethnicity and inequality. This explanation will be well developed.	2	A partial analysis and evaluation of what the evidence/examples from at least two areas of life and the importance of ethnicity leading to inequality. **Or** 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.	2

	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 1	Answer demonstrates only basic knowledge and understanding about the importance of ethnicity 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.	1	Application of knowledge and understanding to explain the importance of ethnicity affecting inequality presenting at least one area of life. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1
	Award 0 marks for incorrect or irrelevant answers					

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

Indicative content

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

Responses are likely to focus on areas such as, stereotyping, prejudice, discrimination, media representation, institutional racism. Responses may also refer to class, gender, age, ethnicity, disability and/ or sexuality.

➢ Prejudice, stereotyping, labelling
➢ Life chances
➢ Discrimination,
➢ Lack of role models,
➢ Media representation, moral panics,
➢ Racism – unconscious racism
➢ Social exclusion, poverty and social inclusion
➢ Relative importance of other factors - Class, gender, Disability etc.

• 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)

Mark allocation:	AO1	AO2 1a	AO3
4	**4**		

(a) Describe the difference between absolute and relative poverty. [4]

1 mark each available for basic explanations of absolute or relative poverty.

e.g. 'Absolute poverty means not having essentials such as food and water.' and a further mark for development or examples. Candidates may refer to one of the points below or other relevant examples.

Three marks for a more developed explanations but no reference to the difference.

Four marks for developed explanation of both with reference or highlighting of the key difference. E.g. Absolute poverty means lacking basic essential, such as food, water, shelter, clothing and safety. In comparison a person living in relative poverty, may have all of these but live a lifestyle that is poverty compared to others in their society. For instance, a person may have all of the essentials for life, but not have any access to the internet or tv. This would be seen as relative poverty in the UK nowadays.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

Mark allocation:	AO1 1a & 1b	AO2	AO3
4		**4**	

(b) Explain two reasons why some women are more likely to be poor than men. [4]

Award one mark for a basic explanation e.g. women are paid less than men on average.

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

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

Women are more likely to be lone parents which makes them more vulnerable to poverty.

Gender Pay Gap and Glass Ceiling make women less likely to be well paid.

Women more likely to only work part time because of childcare.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

(c) Discuss the view that the poor are to blame for their poverty. [9]

In your answer you are advised to discuss at least two views of poverty in society.

Band descriptors and mark allocations

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

	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two views of whether the poor are to blame for their poverty. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two views of whether the poor are to blame for their poverty. The explanation will be well developed.	3	A developed analysis and evaluation of at least two views of whether the poor are to blame for their 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.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of at least two views of whether the poor are to blame for their poverty, though lacking in detail and with some inaccuracies/ irrelevancies. **Or** 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.	2	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain two views of whether the poor are to blame for their 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. **Or** knowledge and understanding is applied and used to explain accurately one view of whether the poor are to blame for their poverty.	2	A partial analysis and evaluation of two different views of poverty. **Or** a developed analysis and evaluation of one view of whether the poor are to blame for their poverty. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

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

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

Indicative content

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

➢ Culture of poverty, Dependency on benefits, immediate gratification, fatalistic outlook– New Right view – Charles Murray;
➢ Feminism – women more likely to be in poverty due to gender pay gap and more likely to be lone parents.
➢ Unemployment, austerity policies of recent governments, credit crunch.
➢ Gig economy, zero hours contracts, in work poverty
➢ Cycle of deprivation, educational underachievement
➢ Marxist view – Poverty is a result of capitalism, greedy system of winners and losers.
➢ Ethnicity – cause of inequality and poor life chances greater cause of inequality

• 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)

Mark allocation:	AO1 1a & 1b	AO2	AO3
2	**2**		

(a)   Describe what is meant by the term formal social control.   [2]

Award one mark for a basic description of formal social control, such as official control by the police or courts.

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

- Control by people who are given the power to give sanctions to people who break the law or important rules e.g. the police, courts

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

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

(b) Outline Merton's explanation of crime. [5]

Band descriptors and mark allocations

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

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:

➤ Robert K Merton – Strain theory
➤ American Dream – Imbalance between goals and means of achieving them.
➤ Durkheim – Anomie
➤ Different responses to strain – Conformity, Innovation, Ritualism, Retreatism and Rebellion
➤ Functionalism
➤ credit reference to relevant sociologists such as Albert Cohen, status frustration or comparisons to other theories.

Question 6 (c)

Mark allocation:	AO1 1a	AO2 1a	AO3
8	**4**	**4**	

(c)   Explain why some females commit crime.   [8]

You should explore at least two reasons in your response

Band descriptors and mark allocations

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

	AO1 1a & 1b 4 marks		**AO2 1a 4 marks**	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of why some females commit crime. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/ evidence for two reasons is applied and used to explain accurately and in detail why some females commit crime. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of why some females commit crime, though one reason will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/concepts/ evidence for two reasons is applied and used to explain accurately why some females commit crime. The explanation will be partially developed and one of these reasons will be explained in less detail than the other.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of why some females commit crime, though with some inaccuracies/irrelevancies and lacking development and detail, **or** detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to why social control is needed in society. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/ concepts/ evidence for two reasons is applied and used to explain why some females commit crime, but there will be little development and some inaccuracies, **or** one reason only is applied and used to explain accurately and in detail.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why some females commit crime. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why some females commit crime will be limited. Any explanation will be undeveloped and contain inaccuracies.	1
	Award 0 marks for incorrect or irrelevant answers			

Indicative content

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

- ➢ Changes in social norms for women
- ➢ Changing social control for women
- ➢ Changing gender roles, ladettes.
- ➢ Poverty – lone parents more likely to be in poverty Townsend
- ➢ Lack of bonds to society – pat Carlen.
- ➢ May go to prison and become part of a criminal sub-culture.
- ➢ Interactionism
- ➢ credit reference to relevant sociological theories such as Carlen

Question 6 (d)

Mark allocation:	AO1 1a & 1b	AO2 1a	AO3 1a & 1b
15	4	3	8

(d) 'Discuss whether official statistics on crime are accurate. [15]

In your answer you are advised to refer to different sociological views on the accuracy of official statistics on crime to support your judgement.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks		**AO2 1a 3 marks**		**AO3 1a & 1b 8 marks**	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to sociological views of official statistics on crime. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	There are no Band 4 marks for this assessment objective. 3 marks are awarded as for Band 3.		A developed analysis and evaluation of whether sociological views are useful explanations of official statistics on 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.	7-8
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to sociological views of official statistics on 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.	3	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain sociological views of official statistics on crime. The explanation will be well developed.	3	Good analysis and evaluation of whether sociological views are useful explanations of official statistics on 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.	5-6

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

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

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

Indicative content

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

- Un-recorded and unreported crime
- Hidden figure of crime
- Invisible crime
- Marxist views – corporate crime, white collar crime
- Social construction of statistics
- Policing styles, stop and search rates
- Institutional racism
- Chivalry factor
- crime as a protest against capitalism
- credit reference to relevant sociologists and theory where applicable e.g. Stanley Cohen, Chambliss,
- there should be some conclusion to the argument

Question 7 (a)

Mark allocation:	AO1	AO2 1b	AO3
1		1	

You have been asked to carry out research into the effect of poverty on people's lives.

(a)   Identify one suitable research method that you may choose.   [1]

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

- Structured or unstructured interviews
- Questionnaires

Award 0 marks for incorrect or irrelevant answers.

Question 7 (b)

Mark allocation:	AO1	AO2 1b	AO3
2		2	

(b)   Outline two reasons why this would be a suitable method to use for this research.   [4]

2 marks available for accurate application and explanation of a suitable reason.

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 poverty.

A further 2 marks for a second reason.

- Unstructured interviews to build up trust and rapport to increase validity as poverty is a sensitive subject.
- Questionnaires could be anonymous, so people may be more honest.
- Large sample possible with questionnaires increasing representativeness

Question 7 (c)

(c) Discuss the problems involved in this research. [6]

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

Band descriptors and mark allocations

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

Indicative content

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

- Finding a sample – discussion of sampling methods
- Honesty as subject is sensitive – may affect validity
- Ethical issues
- Confidentiality
- Anonymity
- Harm to participants
- Danger for researcher
- Informed consent
- Ways of overcoming ethical issues including debrief.

Award 0 marks for incorrect or irrelevant answers.