



GCSE MARKING SCHEME

AUTUMN 2021

**SOCIOLOGY – COMPONENT 2
C200U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 – COMPONENT 2

AUTUMN 2021 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>
4	4		

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

meritocracy	chivalry thesis	random sample	Walby	prejudice	Chambliss
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Use the words in the box below to fill in the spaces in the statements that follow.

Award one mark for each correct answer

- (a) chivalry thesis [1]
- (b) Chambliss [1]
- (c) Walby [1]
- (d) random sample [1]

Question 2 (a) and (b)

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

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

Gender Pay Gap in the UK

	UK	South East	London	North	Midlands	South West	Wales	Scotland
Gender Pay Gap 2017	14%	16.3%	20.7%	10.6%	14.6%	13%	8.3%	11.1%
Gender Pay Gap 2018	13.7%	15.4%	19.9%	10.3%	13.4%	14.5%	8.5%	10.2%

*Gender pay gap equals the average gap in pay between men's and women's pay.

Adapted from fawcettsociety.org.uk 2017 and 2018

(a) Identify the area with the highest and lowest gender pay gap in 2018. [1]

Highest: London

Lowest: Wales

(b) Identify the areas which are below the UK average in 2017. [1]

North, South West, Wales and Scotland.

(c) 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 should be marked according to the criteria and the two with the highest marks should be awarded.

Award one mark for each point made, (to a maximum of two) and one mark each for development or added detail.

Candidates may refer to one of the points below or patterns. They may support them with information from the source.

- the average UK gender pay gap has fallen between 2017 and 2018, though not in all areas.
- the gap is greater for those who live in London and the South compared to the North, Midlands and Wales.
- the decrease is only very small and it will take a long time to achieve greater equality at that pace of change.
- problems could include other relevant sociological ideas, credit given for answers that refer to the source and use data.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

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

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

Award one mark for a basic definition suggesting that underclass is a group lower than the working class.

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

- it may include the homeless, long term unemployed.
- a group of people that may be socially excluded.
- credit any accurate definition that says that they are at the bottom of the class system.

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>
4		4	

- (b) Explain two reasons why some young people experience social exclusion in the UK today. [4]**

2 marks available for each area 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 develop the answer further using examples, specialist terminology or description of groups. 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, language, 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, likely to be paid less than others.
- in relation to education, they may be excluded from school through non-attendance or exclusion.
- in relation to crime, some young people are more likely to be victims of crime and more likely to be involved in crime
- in relation to the media, some groups are stereotyped and the subject of moral panics.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

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

(c) Discuss different views of poverty in the UK. [9]

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

	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 different views of 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 different views of poverty. The explanation will be well developed.	3	A developed analysis and evaluation of at least two different 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.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of at least two different views of 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 different 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. Or knowledge and understanding is applied and used to explain accurately one view of poverty.	2	A partial analysis and evaluation of two different views of poverty. Or a developed analysis and evaluation of one view of 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 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 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.

- stereotyping and media representation: stereotyped presentation of some groups as less capable, association with crime, shortage of jobs, labelling, lack of positive role models – Poor are to blame
- scapegoating: some groups blamed for society's problems such as unemployment, shortage of housing, crime to divert attention from other causes; causes divisions among working class
- culture of poverty, cycle of deprivation, poverty trap
- Marxism
- New Right – Murray, Marsland, benefit dependency
- idea that many of these reasons interact and lead to poverty

- 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 & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

(a) Explain what is meant by power. [2]

Award one mark for a basic explanation suggesting that it is being able to influence decisions.

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:

- factors such as wealth, income, formal social control
- reference to informal and formal sources of power

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

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

(b) Describe what is meant by charismatic authority. [2]

Award one mark for a basic description suggesting that it is having the power to tell others what to do.

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 be based on having more status due to personality and personal appeal
- credit Weber's three types of authority
- any accurate example of charismatic authority e.g. religious or political leaders with charisma.

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>
4		4	

(c) Explain two reasons why men are likely to have more power than women. [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 way identified and one mark for development or example. Learners may refer to one of the points below or other relevant points or examples:

- Patriarchy – men are in positions of power and the glass ceiling stops women achieving this. Education can provide qualifications to get better paid jobs; credit reference to social mobility or accurate examples
- Sexism – leads to prejudice and discrimination credit reference to accurate examples
- media representation of women as housewives, childcare, etc. limits women's life chances
- socialisation teaches women to have lower aspirations
- traditional roles – male breadwinner.

Question 4 (d)

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

(d) Discuss whether social class is still an important form of 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.

	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 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.	3	Knowledge and understanding of relevant theories/ concepts/ evidence from at least two areas of life. The explanation will be well developed.	3	A developed analysis and evaluation of what the evidence/examples from at least two areas of life. 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 two areas of life, with reference to examples or evidence from at least two areas of life, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated with reference to examples or evidence, 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 from two areas of life is partially applied and used to explain 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 two areas of life. This explanation will be well developed.	2	A partial analysis and evaluation of what the evidence/examples from at least two areas of life show in relation to social class. Or 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.	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 two areas of life, 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 two areas 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 old boys network, cultural capital, 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.

- wealth, income
- prejudice, stereotyping, labelling
- education, private schooling
- work, health, discrimination
- zero hours contracts
- media representation, moral panics
- 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.

Award 0 marks for incorrect or irrelevant answers

Question 5 (a)

Mark allocation:	AO1	AO2 1a	AO3
4	4		

(a) Describe the difference between prejudice and discrimination. [4]

1 mark available for each basic definition of prejudice or discrimination.

- Prejudice is an opinion about somebody because of something about them.
- Prejudice is when you judge someone because of their background.
- Discrimination means treating someone unfairly because of who they are
- Discrimination means treating someone differently because of their background.

A second mark is available for a developed definition or example of prejudice or discrimination.

- Prejudice is a prejudged view of a person because of their race, class, gender or other difference. E.g. racist views.
- Prejudice means forming an unfair opinion about a person based on their personal characteristics, such as gender or class.
- Discrimination is the action of treating someone differently often because of prejudice. E.g. Not giving them fair access to housing.
- Discrimination can be positive or negative treatment of a person because of a group they belong to, such as religion or gender.

Three marks are available for two developed definitions, or for one developed, and one basic.

To gain full marks the candidate must clearly identify the difference between prejudice and discrimination.

For full marks candidates may refer to one of the points below or other relevant examples.

- Prejudice is a thought about a person based on their identity whereas discrimination is the act of treating them differently because of this.
- Discrimination involves acting upon a prejudice E.g. A person holds the prejudice that women do not make good managers. Therefore, they discriminate by not promoting them. Prejudice may just involve thinking they do not make good managers.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

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

(b) Explain what is meant by the glass ceiling. [4]

Award one mark for a basic explanation stating that the glass ceiling stops women getting top jobs or for an accurate example.

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 may not be fairly represented in the top jobs. E.g. CEO of top companies, top jobs in government, law, police and health
- there is a lack of female role models due to this form of discrimination which creates a cycle of underachievement
- Feminists have developed the idea of the glass ceiling which is widely known outside of sociology.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

- (c) **‘Discrimination is no longer a great problem in the UK.’ Do you agree with this view?** **[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 refer to evidence from at least two areas of life 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 whether laws have reduced levels of discrimination 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.	3	Knowledge and understanding of relevant theories/ concepts/evidence whether laws have reduced levels of discrimination from two areas of life is applied and used to explain. The explanation will be well developed.	3	A developed analysis and evaluation of whether laws have reduced levels of discrimination from at least two areas of life. 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 whether laws have reduced levels of discrimination with reference to examples or evidence from two areas of life, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding 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 whether laws have reduced levels of discrimination from two areas of life is applied. 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 from one area of life is applied and used to explain accurately and in detail the effect of gender on peoples’ lives.	2	A partial analysis and evaluation of whether laws have reduced levels of discrimination from two areas of life. Or 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.	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 whether laws have reduced levels of discrimination with reference to one area of life, 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 whether laws have reduced levels of discrimination 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.

Learners may refer to the debate about whether discrimination still happens in society, but the question is primarily about the evidence. Responses are likely to focus on areas such as family, work, income and wealth, crime, education, health and lifestyle.

in relation to work, income and wealth, answers may discuss:

- a high proportion of people in top jobs in society are men, glass ceiling
- gender, disability or ethnic pay gap
- evidence of institutional racism, Windrush scandal
- evidence of discrimination on the basis of sexuality
- legislation and the impact of this Equal Pay Act, Sex Discrimination Act
- more female MP's
- many more women working, better employment prospects for girls
- women are able to be more independent
- feminisation of workplace

in relation to education, answers may discuss:

- females outperforming males in education at all levels
- different levels of achievement by ethnic groups

in relation to family and health, answers may discuss:

- life expectancy
- access to health
- women more independent, more lone parent families
- symmetrical families integrated conjugal roles
- double burden, triple shift

in relation to crime, answers may discuss:

- stop and search higher for some ethnic groups
- figures are far higher for men in prison
- feminists argue gender still has a huge effect on a person's opportunities in life

- credit accurate references to sociologists and theory
- there should be some conclusion to the argument.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (a)

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

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

Award one mark for a basic description of anomie, such as, there are no norms.

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

- idea of normlessness found in times of social change, riots, wars
- Anomie developed by Durkheim
- also used by Robert K Merton in Strain Theory

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

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

(b) Outline, with examples, the difference between crime and deviance. [5]

Band descriptors and mark allocations

AO1 5 marks		
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the difference between crime and deviance. There will be evidence of appropriate and sustained sociological language and/or studies, and concepts are described in detail.	4-5
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the difference between crime and deviance, though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2-3
BAND 1	Answer demonstrates only basic knowledge and understanding of the difference between crime and deviance which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	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 description are:

- norms, laws
- sanctions
- social control, formal and informal
- social order
- examples of acts

Credit reference to relevant sociologists such as Durkheim.

Question 6 (c)

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

(c) Explain how the media may influence crime. [8]

You should explore at least two 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.

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of how the media may influence 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 how the media may influence crime. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of how the media may influence crime, though one way 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 how the media may influence 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 how the media may influence crime, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one way relating to how the media may influence crime. 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 how the media may influence 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 how the media may influence crime. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain how the media may influence 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:

- moral panics
- folk devils
- deviancy amplification
- effect on policing styles and courts
- interactionism

Credit reference to relevant sociological theories such as Stanley Cohen, Sarah Thornton.

Question 6 (d)

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

(d) Discuss Marxist views of crime. [15]

In your answer you are advised to refer to Marxist and other sociological views of 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 Marxist and other views of crime. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	<p>There are no Band 4 marks for this assessment objective.</p> <p>3 marks are awarded as for Band 3.</p> <p>A developed analysis and evaluation of whether Marxist views are useful explanations of 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.</p> <p>7-8</p>
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to Marxist and other views of 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	<p>Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain Marxist views of crime. The explanation will be well developed.</p> <p>3</p> <p>Good analysis and evaluation of whether Marxist views are useful explanations of 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.</p> <p>5-6</p>

	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 Marxist views of 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 Marxist views of 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 Marxist views of crime. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of the accuracy of Marxist 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 Marxist views of 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:

- Marxist views of crime and capitalism; socialisation through advertising and the media making us greedy and selfish
- capitalism creates winners and losers; poverty causes working class crime
- crime as a protest against capitalism
- the higher social classes are made greedy by capitalism and commit white collar/ corporate crime
- alternative explanations for crime- Functionalist, Interactionist, subcultural, anomie, Merton, labelling, moral panics
- credit reference to relevant sociologists and theory where applicable e.g. Chambliss, Pearce. 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>
1		1	

A secondary school wants to find out about the reasons for children not attending school. The researcher has decided to use questionnaires to investigate this.

(a) Identify one practical problem that the researcher might have. [1]

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

- finding a sample – people may not want to take part - permission
- response rate

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>
2		2	

(b) Outline two reasons why questionnaires 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 two reasons are given, all should be marked according to the criteria and the two with the highest marks should be awarded.

Responses should focus on the suitability of the questionnaires for this research project into students missing school.

A further 2 marks for a second reason.

- time so a large sample possible
- large sample increasing representativeness
- standardised questions so comparison possible
- statistics possible

Question 7 (c)

- (c) Discuss and evaluate the benefits of using unstructured interviews instead of questionnaires for this research. [6]

Mark allocation:	A01	A02 1b	A03 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 discuss accurately and in detail the strengths of using unstructured interviews compared to questionnaires for the given research. The discussion will be fully developed.	3	A developed analysis and evaluation of how the using unstructured interviews compared to questionnaires will benefit the research. 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 discuss the strengths of unstructured interviews compared to questionnaires for the given research. There will be some development in the discussion but with some inaccuracies	2	A partial analysis and evaluation of how the strengths of unstructured interviews compared to questionnaires will benefit the research. 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 discuss the strengths of unstructured interviews compared to questionnaires for the given research will be limited. Any discussion 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:

- strengths of unstructured interviews:
 - these produce qualitative data for a richer picture
 - can have high validity, accurate picture
 - qualitative data can be used to find out more about the area being investigated and help design the questionnaires

- weaknesses of unstructured interviews:
 - time consuming
 - costly
 - depends on the skills of the interviewer

Comparison with questionnaires

- Examples of studies using unstructured interviews
 - Paul Willis
 - Hannah Gavron

Award 0 marks for incorrect or irrelevant answers.