

GCSE SOCIOLOGY

(8192)

Marked responses: Paper 2
8192/2

See a range of responses and how different levels are achieved and understand how to interpret the mark scheme.

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EXAMPLE RESPONSES



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Please note that these responses have been reproduced exactly as they were written and have not been subject to the usual standardisation process.

Question 03

Question

Describe one example of a criminal subculture.

[3 marks]

Mark scheme

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing written worthy of credit.

Indicative content

- A sub-culture often involving predominantly but not exclusively young males.
- A group whose criminal behaviour conflicts with the norms, values and expectations of the wider community.
- A group who place a high value on anti-social acts eg crime, violence and vandalism.

Student responses

Student response 1

One example is groups of young males who go against society's norms and values.

This is a level 1 response.

This student provides a brief description of a criminal sub-culture that demonstrates a limited understanding of the concept.

1 mark

Student response 2

One example would be gangs of young mainly working-class males living in inner city areas that have norms and values which differ from mainstream society. For example groups of Black youths living in Brixton who saw smoking marijuana and committing crimes as normal and acceptable behaviour. These groups formed a distinctive sub-culture with alternative values, they had become excluded from mainstream society and as a consequence they turned to criminal acts including drug dealing and violence in defence of their 'territory'.

This is a level 3 response.

This student provides a coherent description of a criminal sub-culture that demonstrates both knowledge and understanding of the concept.

3 marks

Student response 3

One example of a criminal subculture would be the juvenile delinquents (working class boys) studied by the sociologist Albert Cohen. Cohen found that the middle class values and expectations of schools caused problems for working class boys who were unable to successfully compete with their middle class peers. Their feelings of frustration led them to form an anti-school subculture which gave them status, after the school had labelled them as failures. They formed a subculture because they had different norms and values to the wider community.

This is a level 2 response.

This student provides a partial description of a criminal sub-culture (eg referencing juvenile delinquents) with a mixture of relevant and irrelevant material (eg the reference to anti-school subcultures is not adequately linked to criminal behaviour).

2 marks

Question 05

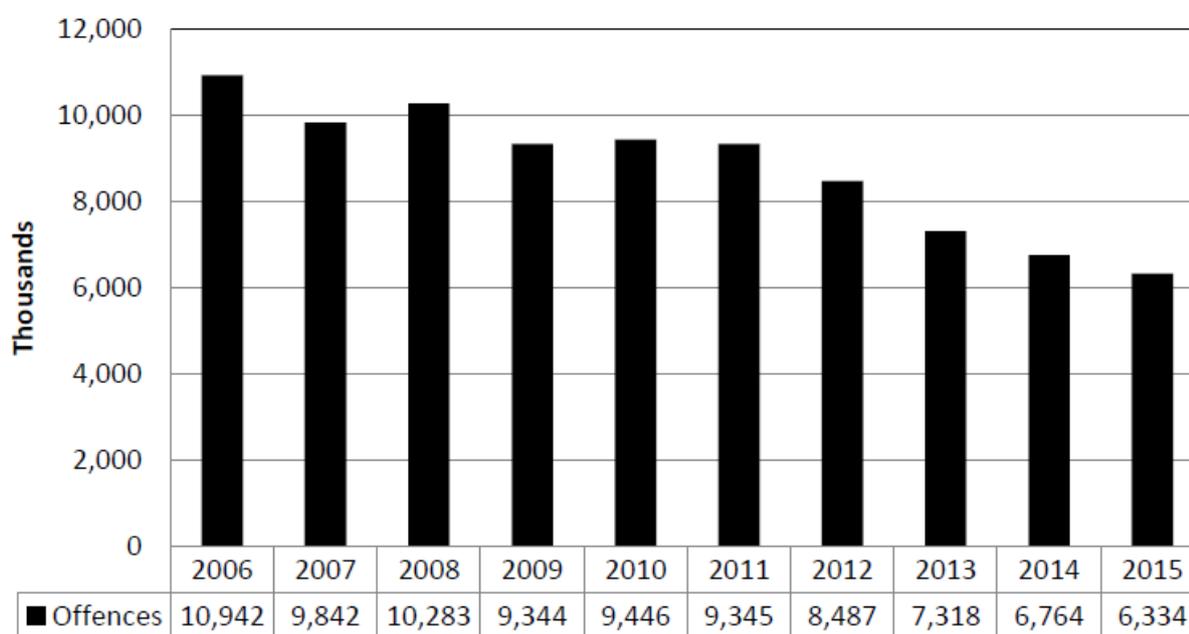
Question

From Item A, examine **one** strength of research using official statistics on crime.

[2 marks]

Item A

Crime Survey England & Wales



Mark scheme

AO3 = 2 marks

1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)

Plus

1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)

Indicative content AO3

- Quantitative data collected on a large scale and subject to government guidelines/official standards.
- The validity of findings based on the CSEW are not undermined by procedural changes in data collection (in the way that police recorded crime has been).
- Enables comparisons to be made with results of alternative victim surveys and self-report

studies.

- Provides a readily available source of data for sociologists investigating crime.
- Data can be used to suggest trends.

Student responses

Student response 1

It allows comparisons to be made between different areas of the country. This allows sociologists to better analyse the causes of crime.

Identifies an appropriate strength (comparative data) but fails to provide evidence of evaluation ('better' analysis of the 'causes' of crime is too vague in this context). The student would have gained a second mark if they had indicated why comparative data would be particularly useful to researchers, eg the identification of patterns and trends.

1 mark

Student response 2

One strength of using official statistics in sociological research on crime is that they are a reliable source of secondary data. Official statistics are also readily available to researchers.

Identifies an appropriate strength ('reliable' source of secondary data) but fails to provide evidence of evaluation ('readily available' is an alternative strength). The student would have gained a second mark if they had indicated why official statistics can be regarded as reliable eg collected on a large scale and subject to government guidelines.

1 mark

Student response 3

Official statistics on crime are an easily accessible source of quantitative data on crime. The data can be used to identify patterns and trends and to make generalisations.

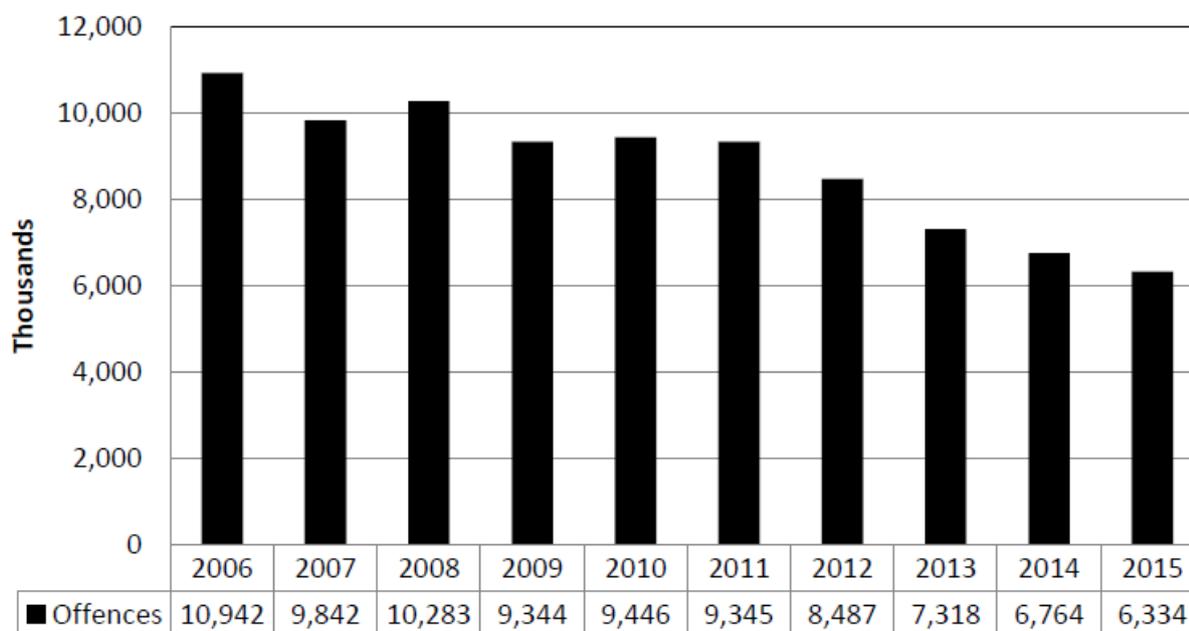
Indicates an appropriate strength (easily accessible source of quantitative data) and provides evidence of evaluation (identification of patterns and trends).

2 marks

Question 06

Question

Crime Survey England & Wales



Describe the type of crime survey in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to data from the Crime Survey for England and Wales.

Level	Marks	Description
4	4	Relevant type of survey selected (AO1). Downward trend identified and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)
3	3	Relevant type of survey selected (AO1). Downward trend identified with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant type of survey selected (AO1). Downward trend identified with either no explanation or a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)

1	1	Relevant type of survey selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

A victim survey of UK households (accept survey asking people about their experience of crime).

Indicative content AO2

- The trend is down (accept reducing or falling).
- Changes in social behaviour eg fewer cash-based transactions.
- Changes in technology used to combat crime eg improved car security, surveillance cameras and mobile devices that can be 'locked' and 'tracked'.
- Changes in procedures for gathering data may distort any apparent trends in recorded crime.

Student responses

Student response 1

Item A is a victim survey (the Crime Survey for England and Wales). The trend is reducing over time. One factor that could explain this trend is changing technology which deters certain types of commonly committed crimes, for example improved car security and the increased use of burglar alarms in homes.

This is a level 4 response.

This student accurately identifies the type of survey and the downward trend. They also offer a relevant explanation in sufficient detail to justify a L4.

4 marks

Student response 2

The trend in the crime survey is downward. One factor which may have led to this reduction is changes in technology that can be used to prevent crime, for example the increased use of CCTV which can be used to identify offenders and therefore deters crime.

This is a level 3 response.

This student correctly identifies the downward trend but fails to identify the type of survey ('crime survey' is too vague and simply lifts from the source). However, the explanation (changing technology) is relevant and sufficiently detailed to justify a L3 based on the principle of 'best fit'.

3 marks

Student response 3

Crime appears to be decreasing according to this victim survey (CSEW). This could be caused by the Equality Act 2010 which improves employment opportunities for minority groups who might have previously turned to crime.

This is a level 2 response.

This student correctly identifies the type of survey and the downward trend. However, the explanation (linking falling crime to the Equality Act 2010) is of questionable validity in this context and does not justify a mark above L2.

2 marks

Question 07

Question

Identify and explain **one** advantage of using observation to investigate policing in urban areas.

[4 marks]

Mark scheme

AO1 = 1 marks, AO2 = 3 marks

'Context' here refers to policing in urban areas.

Level	Marks	Description
4	4	Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context.(AO2)
2	2	Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context.(AO2)
1	1	Relevant advantage selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Qualitative data.
- Validity.
- Practical problems eg permission to observe.

Indicative content AO2

- Qualitative data on police practices in urban areas can be gathered, providing a detailed insight into the experience of urban policing.
- Covert observation of policing practices is likely to produce valid data eg those observed will behave as they usually would in a given set of circumstances when unobserved.
- Participant observation of policing practices is likely to be very difficult to arrange.

Student responses

Student response 1

One advantage of using observation to investigate policing in urban areas is that it will provide valid data. Covert observation in particular has the advantage that the individual policeman being observed would not alter their behaviour (the observer effect). Being in an urban area will allow the observer to merge with the busy city crowd and should provide plenty of opportunities to covertly observe the police.

This is a level 4 response.

This student selects a relevant advantage (validity) and provides an appropriately detailed and well-developed explanation (covert observation) that clearly applies to the context (urban policing).

4 marks

Student response 2

One advantage is the deeper understanding and insight that observation would allow. The findings are qualitative and based on specific examples observed in real life, as opposed to official statistics that provide objective data but little insight. Covert observation would be even more valid as the observer effect would not occur.

This is a level 3 response.

This student clearly understands the advantages of observation but fails to set their answer in context (the reference to 'official statistics' is too vague); the principle of 'best fit' has been applied (the answer is accurate and sufficiently developed to justify a L3).

3 marks

Student response 3

The data would be more valid as the sociologist would observe policing at first hand. If another method was used such as interviews, it would be possible that the policeman involved would not tell the truth or change their answers to fit in with what they think the sociologist wants to hear. Observation data would be more valid than secondary sources based on data from somebody else.

This is a level 2 response.

This student has selected a relevant advantage (validity) and their answer does show some awareness of the context (policing). But their explanation is largely irrelevant and mostly about the disadvantages of interviews as a research method.

2 marks

Question 08

This extract is adapted from a book by the sociologist Frances Heidensohn:

‘I first knew Rosa when she was an art student. She discussed her life with me and gave me this account of her career. I have added a few explanations.’

“I was born working class. On a big estate – slum clearance – in the North. It was pretty rough and my mum watched us. Well, I was watched more. She wouldn’t let me play out. My brother was allowed out. He’d cycle round and round the estate on his bike and I’d stay in. So of course I’d do my homework, nothing else to do. I wasn’t clever. [Rosa had passed her 11+ and gone to grammar school]. I was a big girl and I could fight, the boys were scared. They were all too small.

I knew some rotten men but Steve was marvellous.” [Rosa worked for several years as a graphic artist and met Steve, a younger man who depended on her a good deal. Her flat was raided during a party and marijuana was found. Rosa was charged with illegal possession and threatened with possible drug dealing charges.] “It wasn’t even my party. Boring people, I think I had gone to bed. Well it was my flat and I was older.” ‘But it was what counted later. It was really the start [of her involvement with crime].’

Question

From **Item B**, identify and describe the method used by Frances Heidensohn including what you know of her perspective on female criminal behaviour.

[4 marks]

Mark scheme

AO1 = 1 marks, AO2 = 3 marks

‘Context’ here refers to the work of Frances Heidensohn with particular reference to female criminality.

Level	Marks	Description
4	4	Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant advantage selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

Interviews

Indicative content AO2

- Written from a feminist perspective Heidensohn's research is based on a primary source, in this case interview data provided by a key informant identified as 'Rosa'.
- The information is used to provide an account of the individual's early life, involvement with male partners and drift into criminality through contact with soft drugs at a party which was raided by the police.

Student responses

Student response 1

Frances Heidensohn used an interview (probably unstructured) to gather in-depth information about Rosa's life and to discover how she first became involved in criminal behaviour. Heidensohn writes from a feminist perspective, she focuses on the life experiences of women when writing about their criminal behaviour.

This is a level 3 response.

This student selects a relevant research method (interviews) and provides a sufficiently detailed contextualised description to justify a L3 (the principle of 'best fit' applies). The student correctly identifies Heidensohn's feminist perspective.

3 marks

Student response 2

Heidensohn used what appears to be an unstructured informal approach to interview Rosa about her experience of becoming involved in crime. This qualitative research method allows Rosa to describe her childhood and the difference between the way that she was treated and the freedom given to her brother. Heidensohn is a feminist sociologist, she is interested in the private lives of women who become involved in crime including the way in which women's lives have been restricted (a factor that usually reduces their opportunity to become involved in crime).

This is a level 4 response.

This student selects a relevant research method (interviews) and provides a well-developed contextualised description. The student correctly identifies Heidensohn's feminist perspective.

4 marks

Student response 3

The method used by Heidensohn is interviews, which involves the researcher asking questions. From Rosa's account, it can be inferred that her criminal activity was largely caused by her involvement with a male figure (illegal possession of drugs). Heidensohn's perspective on female criminal behaviour suggests that it is largely influenced by men.

This is a level 2 response.

This student selects a relevant research method (interviews) but their explanation is largely irrelevant to the question asked which focuses on the method used (the reference to 'asking questions' is not worthy of credit). The student fails to clearly identify Heidensohn's feminist perspective but the conclusion drawn that they believe 'female criminal behaviour to be largely influenced by men' suggests that they may have at least some awareness of Heidensohn's work:

"We know so much more now about women and their behaviour than we did a decade ago. Striking amongst the findings is that many actions are affected by interactions with men in informal as well as public settings."

'Women and Crime' (Second Edition) 1996.

2 marks

Question 10

Question

Discuss how far sociologists agree that official statistics of crime do **not** accurately reflect the true level of middle class criminal behaviour.

[12 marks]

Mark scheme

AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks

Level	Marks	Descriptor
4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>
3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>
2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>

1	1-3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all.(AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing written worthy of credit.

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

Indicative content AO1

- Interviews.
- Marxism.
- Complex crimes.
- Corporate crime.
- Official statistics.

Indicative content AO2

- Evidence of the existence of more 'white collar' crime than official statistics would seem to suggest.
- Marxist theories of the impact of social class on reporting and recording crime eg that working class crime is far more likely to be reported and recorded.
- The difficulty of detecting and prosecuting complex 'crimes without victims' committed by middle class professional eg large scale fraud and financial crimes which may benefit a number of corrupt individuals. Leading to the under reporting of such crimes.
- The cost and difficulty of prosecuting corporate crimes when the companies involved have access to massive resources and skilled lawyers. Leading to a relatively small number of prosecutions by over-stretched government agencies.
- The questionable validity of some official statistics eg police recorded crimes are no longer recognized as meeting ONS criteria.

Indicative content AO3

- Analysis and evaluation of the extent of 'white collar' crime.
- Analysis and evaluation of Marxist theories.
- Analysis and evaluation of the difficulty of the difficulty of detecting and prosecuting complex 'crimes without victims'.
- Analysis and evaluation of the difficulty of prosecuting corporate crimes.
- Analysis and evaluation of the questionable validity of some official statistics.
- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that official statistics of crime do not accurately reflect the true level of criminal behaviour by middle class professionals.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Student response 1

Marxist sociologists would agree that the official statistics of crime do not reflect the true level of middle class crime. They believe that this may be for many reasons, but one important reason is that 'white collar' crimes committed by middle class people are often either ignored or treated more leniently by the criminal justice system. As a result middle class crimes are under-reported and under-recorded.

One example of this would be tax evasion scandals involving celebrities like Jimmy Carr; although Carr broke the law he was not charged for his offence and was allowed to simply pay the tax he had evaded. Marxist sociologists would argue that this can be compared to the treatment of a working class man who steals a similar amount of money but is then sent to prison for his crime.

New Right sociologists would disagree; from their point-of-view working class people, particularly if they are a member of the 'underclass' are simply more likely to commit crimes than members of the middle class. They believe that members of the underclass have grown up in a culture of dependency on benefits and have reduced life chances e.g. few if any qualifications. They are also more likely to come into contact with members of a criminal subculture and as a result to become involved in crimes like benefit fraud and drug dealing. However, other sociologists do not believe that an underclass or culture of dependency exists. They believe that members of the so called 'underclass' have the same attitudes and beliefs as other members of society and they are no more likely to commit crimes than any other member of society.

In conclusion, sociologists disagree about the accuracy of criminal statistics concerning middle class crime. Marxist sociologists are far more likely to doubt their accuracy than New Right sociologists. New Right sociologists believe that some members of the working class are simply more likely to commit crimes than members of the middle class and that official statistics accurately show this difference.

This is a level 4 response.

This student provides a detailed and sufficiently well-developed answer to justify a L4. Their argument is logical and well-constructed but needs to focus more on the issue of official statistics and the nature of reported/recorded crime in order to achieve the maximum available marks. (Note that although the specification does not require students to be aware of the New Right perspective on crime students will be credited for accurate references to the New Right.)

10 marks

Student response 2

Middle class 'white collar' crimes are committed by professional people like accountants or lawyers. They are often hard to detect because they usually take place inside private businesses or large institutions. For this reason many sociologists would argue that official statistics don't accurately represent the true amount of crime committed by the middle class.

Some sociologists emphasise the idea of the 'dark figure' of crime that is undetected or unreported. Even if a large company detects a crime committed by a middle class employee like a manager they may choose not to prosecute in order to protect the reputation of the company. Under these circumstances no crime is reported or recorded in the official statistics.

Some sociologists would also argue that middle class people have more 'cultural capital'; they are in a better position to negotiate with the authorities and to avoid prosecution for offences like tax evasion.

This is a level 3 response.

This student has produced a sufficiently detailed and logical argument to justify a L3 (the principle of 'best fit' has been applied). However, they demonstrate only a limited awareness of relevant theoretical perspectives (none of which are mentioned by name eg Marxism) and they do not reach clear conclusions with regard to the issue of extent.

7 marks

Student response 3

Many sociologists, but particularly Marxists, believe that official statistics of crime do not reflect accurately the true level of middle class crime. They believe that many middle class 'white collar' crimes are part of the 'dark figure' of unreported and unrecorded crime.

Marxists believe that companies that commit corporate crimes are protected by a criminal justice system that favours the interests of large businesses and the middle class. Senior managers who commit offences like tax evasion or ignore safety rules are much more likely to have access to high quality lawyers and to escape prosecution than low level working class employees. Whereas working class crimes like theft or gang violence are much more likely to be successfully prosecuted and the working class criminal is much more likely to be given a prison sentence.

However, other sociologists would argue that Marxists place too much emphasis on inequality between the social classes. They believe that official statistics on crime are reasonably accurate and do not present a distorted picture of the level of crime in society.

This is a level 3 response.

This student has produced a sufficiently detailed and logical argument to justify a mark at the top of L3. They have a clear understanding of the Marxist perspective and they provide evidence of evaluation (an improvement on the standard achieved by Student 2). However, they fail to reach any clear evidence based conclusions with regard to the issue of extent (the reference to 'other sociologists' lacks appropriate development).

9 marks

Question 14

Question

Describe **one** example of ascribed status.

[3 marks]

Mark scheme

AO1 = 3 marks

Level	Marks	Description
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing written worthy of credit.

Indicative content

- A position or social standing given to an individual on the basis of inherited characteristics eg aristocratic system of inheritance where titles, power, privileges and status pass down from one generation to the next.
- Forms of stratification such as caste, feudalism and slavery.
- Social attitudes and beliefs regarding race, gender or sexuality which impact upon the individual's social standing.

Student responses

Student response 1

Ascribed status is the status that an individual has in society because of their birth; it has been passed down from generation to generation, for example a member of the Royal Family.

This is a level 2 response.

This student provides a brief but accurate description of the concept of ascribed status with a relevant example lacking in appropriate development.

2 marks

Student response 2

Ascribed status is the social status that you are given or born into. For example, a member of the Royal Family will have ascribed status because of the family that they are born into. Prince George has been born into royalty because his father is Prince William. Membership of the royal family brings with it titles, power and privilege e.g. Prince George will have an elite education; he will inherit wealth and he is in line to be a future King.

This is a level 3 response.

This student also provides a coherent description of the concept of ascribed status with the same commonly used example as Student 1. However, the example has been developed and clearly achieves a L3 standard.

3 marks

Student response 3

Ascribed status is the status that you are born into.

This is a level 1 response.

This student provides only a brief and limited definition (fragments of knowledge).

1 mark

Question 16

Item C

The sociologist Steve Craine studied the lives of 39 unqualified urban school leavers, 19 males and 20 females, over a ten year period between 1980 and 1990. As a youth worker he was familiar with the area in which these young people lived and he used both his own observations and interviews in his research.

Craine looked at how these young people's lives developed and how they made choices about what to do next. Many of the members of this group failed to secure long-term employment. They experienced regular cycles of unemployment, government schemes and work in the informal economy. Some individuals became involved in criminal activities. Only those who received appropriate support from professionals or family members were able to escape this cycle.

Question

From **Item C**, examine **one** strength of the research.

[2 marks]

Mark scheme

AO3 = 2 marks

1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)

Plus

1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)

Indicative content

- The researcher's status as a youth worker enabled him to act as a participant observer increasing the likely validity of his findings.
- The use of mixed methods (interviews and observations) increasing the likely validity of findings.
- Interviews and observations would produce qualitative (in-depth) data.
- The experiences of male and female participants can be compared.
- It would be possible to generalise from the experience of these young people in order to understand the needs of others placed in a similar position.

Student responses

Student response 1

Steve Craine used a mixed methods approach to his research. This meant that he got a variety of types of data making it more likely that his results would be accurate and valid.

This student identifies an appropriate strength (mixed methods) and provides evidence of evaluation (validity).

2 marks

Student response 2

One strength of the research is the use of both observations and interviews. This gave Steve Craine a varied range of comparative data.

This student identifies an appropriate strength (observations and interviews) and provides evidence of evaluation (comparative data).

2 marks

Student response 3

Steve Craine studied this group of young people over a ten year period. Longitudinal studies like this allow you to examine patterns and trends over time.

This student identifies an appropriate strength (longitudinal study – this is not listed in the indicative content but it is a valid point worthy of credit) and provides evidence of evaluation (patterns and trends over time).

2 marks

Question 17

Question

Identify and explain **one** factor which might limit a young person's opportunities to find secure long-term employment as experienced by many of the young people referred to in **Item C**.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to unemployed urban school leavers.

Level	Marks	Description
4	4	Relevant factor selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)
3	3	Relevant factor selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant factor selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant alternative factor selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Social class.
- Gender.
- Ethnicity.
- Educational qualifications.
- Economic conditions.

Indicative content AO2

- Social class eg young people from working class backgrounds are less able to access unpaid work experience (internships).
- Gender discrimination eg young women who experience illegal discrimination.
- Discrimination against members of ethnic minority groups eg young people from ethnic minority groups who experience illegal discrimination.
- Lack of educational qualifications limits opportunities for employment or denies access to higher education (links to social class, gender and ethnicity).
- Lack of well-paid/secure employment opportunities due to economic conditions.

Student responses

Student response 1

One factor which can limit the employment opportunities of a young people is a lack of qualifications. The young people that Steve Craine studied lacked qualifications and became involved in a cycle of unemployment as a result. To compete in today's job market and find secure employment young people need qualifications, for example a University degree or vocational qualifications.

This is a level 4 response.

This student selects a relevant factor (a lack of qualifications) and offers a sufficiently well-developed explanation to justify a L4.

4 marks

Student response 2

A young person's ethnicity may affect the type of job they can achieve. Young people from ethnic minority groups may experience discrimination from employers who will not offer them a job because of their ethnicity. Earlier in life they may also have experienced discrimination which has had a negative impact on their education, limiting their qualifications and restricting their future job opportunities.

This is a level 4 response.

This student selects a relevant factor (ethnicity) and offers a sufficiently well-developed explanation to justify a L4.

4 marks

Student response 3

Young people without qualifications may find it hard to find long term employment. They will be unable to apply for many available jobs without qualifications. The jobs they will be able to get will be largely unskilled manual work; they will find this work boring and leave.

This is a level 3 response.

This student selects a relevant factor (a lack of qualifications); their explanation is accurate but limited and at least in part of questionable relevance (boring work). However, there is sufficient to justify a L3 using the principle of 'best fit'.

3 marks

Question 18

Question

Identify and explain **one** disadvantage of using structured interviews to research young people's experience of unemployment.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to unemployed urban school leavers.

Level	Marks	Description
4	4	Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant alternative disadvantage selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Interviewer bias.
- Inflexibility of the structured interview format.
- Previous negative experiences of formal interviews.

Indicative content AO2

- Interviewer bias eg to an unemployed young person the interviewer will almost inevitably appear to be an authority figure whose approval they may seek thereby distorting their answers.
- Structured interviews do not allow for deviation from a planned script eg young people experiencing unemployment may raise issues which the interviewer has failed to anticipate.
- Unemployed young people may have had a negative experience of formal interviews eg whilst seeking employment.

Student responses

Student response 1

With structured interviews you would be able to get more detailed answers than a simple 'yes' or 'no'. Whereas in an unstructured interview it is more like a conversation and would allow the person being interviewed to give a more personal account, this would allow the interviewer to get better qualitative data from them.

This is a level 0 response.

This student has failed to select a relevant disadvantage; they show no awareness of the context. They appear to be thinking about the advantages of structured interviews and the disadvantages of questionnaires (more detailed answers) and their explanation is irrelevant (the advantages of unstructured interviews).

0 marks

Student response 2

Structured interviews lack flexibility when it comes to the young person raising something unanticipated about their experience. The set structure of the interview is more like a questionnaire that is being delivered face-to-face than a conversation and there is little or no room to explore interesting answers that have not been anticipated in advance.

This is a level 3 response.

This student has selected a relevant disadvantage (a lack of flexibility), their explanation has only been weakly applied to the context (young person). However, the principle of 'best fit' applies (the answer is relevant, accurate and sufficiently detailed to justify a L3).

3 marks

Student response 3

One disadvantage of using structured interviews is that this approach limits the detail and variety of answers that you will receive. A structured interview is a pre-prepared set of questions and the interviewer cannot change these after the research has begun (they are designed to enable comparisons to be made between the answers given by different interviewees). This approach could be a disadvantage because the young people being interviewed about their experience of unemployment might raise questions or issues that the interviewer has not anticipated.

This is a level 4 response.

The student has selected a relevant disadvantage (a potential lack of detail and variety in the answers received). Their explanation is more fully developed than that offered by Student 2 and an attempt has been made to link the answer to the context and whilst this aspect could be improved (it appears to be something the student has remembered to do at the last minute). The principle of 'best fit' applies (the answer is sufficiently developed, detailed and accurate to justify a L4).

4 marks

Question 19

In countries where modern civilization has become fully developed, a new class of petty bourgeois has been formed, fluctuating between proletariat and bourgeoisie. The individual members of this class, however, are being constantly hurled down into the proletariat by the action of competition. As modern industry develops, they even see the moment approaching when they will completely disappear as an independent section of modern society.

Karl Marx (writing during the nineteenth century).

Question

From **Item D**, identify and describe one group that Marx believed had failed to benefit from the development of industry, including what you know of his perspective on these events.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to the work of Marx on socio-economic class in nineteenth century capitalist society.

Level	Marks	Description
4	4	Relevant social group selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)
3	3	Relevant social group selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant social group selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant social group selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

The petty bourgeoisie.

Indicative content AO2

- Writing in nineteenth century Britain (whilst exiled from his native Germany), Marx used the term bourgeoisie to describe wealthier members of society who controlled the means of production (factories, mines etc). This group had power over the

workers (the proletariat) that they employed and generally benefitted from the growth of modern industry (capitalism).

- The term petty bourgeoisie is used by Marx to describe small scale, self-employed producers who were vulnerable to competition from more powerful large-scale industrial concerns. The petty bourgeoisie feared what a modern sociologist would describe as downward social mobility (loss of income and status) that they were powerless to prevent.
- Marx believed that the capitalist economic system would create the conditions for revolutionary change and the emergence of a more equal communist society.

Student responses

Student response 1

Marx believed that the poor had failed to benefit from the development of industry (he believed that only the rich benefitted).

This is a level 0 response.

This student fails to select a relevant social group (the reference to the 'poor' is too vague and does not feature in the item).

0 marks

Student response 2

The proletariat (the working class) did not benefit from the development of industry because they were being exploited as cheap labour by the capitalist owners of industries.

This is a level 2 response.

This student selects a relevant social group (the proletariat) and provides a sufficiently detailed explanation to justify a L2 mark (exploitation by the capitalist owners of industry). The item clearly focuses on the petty bourgeois but the proletariat are included in the item and the student shows some awareness of the Marxist perspective (the principle of 'best fit' has been applied).

2 marks

Student response 3

One group that Marx believed not to have benefitted from the development of industry in the nineteenth century was the petty bourgeois. The term petty bourgeois was used by Marx to describe small business owners. As large scale industry developed (the capitalist system) these small businesses were no longer able to compete. As their businesses failed the owners had no alternative but to become ordinary workers (members of the proletariat – a term Marx used to describe the working class).

This is a level 4 response.

This student selects a relevant social group (the petty bourgeois) and provides a sufficiently detailed and well-developed description to justify a L4 mark. The student is clearly understands the context and is familiar with the terminology used by Marx.

4 marks

Question 21

Question

Discuss how far sociologists agree that social class rather than gender or ethnicity is the most important division in British society.

[12 marks]

Mark scheme

AO1 = 4 mark, AO2 = 4 marks, AO3 = 4 marks

Level	Marks	Description
4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>
3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>
2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>
1	1-3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p>

		Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

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

Indicative content AO1

- Marxism.
- Feminism.
- Socio-economic class.
- Attitude surveys.
- Official statistics.
- Gender.
- Ethnicity.
- Religion and culture (alternative factor).

Indicative content AO2

- Marxist theories that class is more significant than gender or ethnicity.
- Feminist theories on patriarchy and the continued dominant position of men in positions of power and influence in society.
- Class differences in life chances and lifestyles including education, health, working conditions, housing, life expectancy.
- Attitude surveys – self-assigned class/decline of class identities.
- Official statistics/survey data on social mobility.
- The effects of gender upon class and status divisions.
- The effects of ethnicity upon class and status divisions.
- Religious and cultural differences as a source of divisions in society (alternative factor).

Indicative content AO3

- Analysis and evaluation of the Marxist theories.
- Analysis and evaluation of the Feminist theories.
- Analysis and evaluation of class differences in life chances and lifestyles.
- Analysis and evaluation of data from attitude surveys.
- Analysis and evaluation of data from official statistics.
- Analysis and evaluation of the significance of gender upon class and status divisions.
- Analysis and evaluation of the significance of ethnicity upon class and status divisions.
- Analysis and evaluation of the significance of religious and cultural differences as a source of divisions in society.
- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that social class rather than gender or ethnicity is the most important division in British society.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Student response 1

Some sociologists agree that social class is the most important division in British society, for example Marxists who believe that social class is still the most important reason why some members of society have more opportunities in life than others.

Marxists believe that the middle class are less likely to suffer from material or cultural deprivation than members of the working class. From their perspective members of the middle class are more likely to have enough money to buy the textbooks and other things that their children need for school. They are more likely to visit libraries and museums. Middle class families are more likely to be able to afford to live in a nice area with access to good schools or to be able to afford to send their children to private schools. Whilst a high proportion of failing schools are located in deprived areas where many working class people live.

On the other hand other sociologists will argue that gender is more important than social class. Feminists believe that society is still patriarchal (headed by men). Men dominate the top jobs and the pay gap between men and women is still extreme. Other sociologists will argue that ethnicity is an important division in our society e.g. discrimination, concerns about immigration and evidence of hate crimes.

In conclusion, whilst attitudes towards social class have changed e.g. many people in Britain today regard themselves as middle class, class divisions remain. In my opinion social class is still the most important reason why some people have a better chance of a good life than other members of our society, rather than a person's gender or ethnicity.

This is a level 3 response.

This student provides good evidence of relevant knowledge and understanding (a secure L3). Their argument is logical but lacks the critical analysis and evidence of evaluation required to achieve L4 (eg assertion rather than evaluation 'in my opinion').

8 marks

Student response 2

Marxist sociologists would agree that social class is still the most important division in British society. The upper and middle classes have the biggest share of the nation's wealth and the most privileges. Whilst at the bottom of society there are people living in poverty without a home of their own.

However, feminists would disagree about the importance of social class, for them the most important division in society is gender. Men continue to earn far more than most women. It is single mothers who are far more likely to end up in poverty. 90% of single parent families are headed by a woman. Other sociologists point out that ethnicity is also an important division in society e.g. people are still denied job opportunities because of their ethnicity and despite equal opportunities law.

In conclusion, whilst sociologists disagree it is clear that social class remains an important division in British society.

This is a level 2 response.

This student provides limited evidence of relevant knowledge and understanding, there is little evidence of evaluation and their conclusion lacks development (assertion – 'it is clear that'). However, their argument is logical and reasonably well-constructed placing this answer at the top of L2.

6 marks

Student response 3

Marxists agree that social class is the most important division in British society. Class impacts on many areas of day to day life. For example the upper classes still have more power and more opportunities in life. There is a cycle of wealth with those at the upper end of society going to best schools, getting the best jobs, earning the most money and having the best chance of inheriting property. At the other end of the scale many people in Britain face relative or even absolute poverty; they are dependent on the Welfare State or homeless.

However, feminists argue that gender is the most important division. They believe that Britain is still a patriarchal society where men dominate. For example, feminists point to the gender pay gap, with men continuing to earn more than women. Women who look for promotion are often faced with a 'glass ceiling' that limits their opportunities. Other sociologists emphasise the differences between ethnic groups.

In conclusion, I believe that the available evidence shows that social class remains the most important division in our society. Regardless of your gender or ethnicity it is your social class that will have the greatest impact on your chances in life. To be working class is an obstacle faced by anyone who hopes to get on in life. To be a woman and/or a member of an ethnic minority is an important difference, but women or members of ethnic minority groups who are middle or upper class face far less of an obstacle in life than members of the working class e.g. they are more likely to succeed at school, go to university and get secure well-paid jobs.

This is a level 4 response.

This student provides sufficient evidence of relevant knowledge and understanding to justify a L4, although lacking the necessary detail to justify a mark at the top of L4. Their argument is logical and reasonably well-constructed with evidence based conclusions (the principle of 'best fit' applies).

10 marks

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