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GCSE
SOCIOLOGY
8192/2

Paper 2 The Sociology of Crime and Deviance and Social Stratification

Mark scheme

June 2024

Version: 1.0 Final

2 4 6 G 8 1 9 2 / 2 / M S

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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Assessment Objectives

AO1	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
AO2	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
AO3	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

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Section A: Crime and Deviance

Qu	Marking guidance	Total marks
01	What term is commonly used by sociologists to describe the criminal justice system?	1
	AO1 = 1 mark **D** (Agent of social control)	

Qu	Marking guidance	Total marks
02	What term is commonly used by sociologists to describe a negative penalty for unacceptable behaviour?	1
	AO1 = 1 mark **C** (Sanction)	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>03</td><td>Describe one way in which the media may affect the way the public view crime.</td><td>3</td></tr>
<tr><td></td><td>AO1 = 3 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>2</td><td>2</td><td>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)</td></tr>
<tr><td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1

• Certain crimes (eg violent crime) are disproportionately covered in the media, leading to people thinking it is more common than it actually is.
• Crimes that are committed by certain groups in our society tend to be over-reported (eg ethnic minorities, young people), which can lead to negative labelling.
• News values will dictate whether a story is seen as newsworthy. Stories will be reported if they fit in with the views of the media and their readership.
• Deviancy amplification can occur when the media over-report crime-related issues.
• Increased awareness of certain crimes leading to greater publicity and more effective interventions, eg knife amnesty in local areas, Reclaim These Streets campaign following the death of Sarah Everard.
• Social media campaigns appealing for witnesses and circulating safety information, eg after the disappearance of Nicola Bulley and the raising awareness of the features of iPhones that can be used in the instance of danger after Ashling Murphy’s death.</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>04</td><td>Identify and describe one type of deviant behaviour that is tolerated by many people in society.</td><td>3</td></tr>
<tr><td></td><td>AO1 = 3 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
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<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1

• Driving slightly over the speed limit.
• Cycling on the pavement.
• Dropping litter.
• Appropriate contemporary examples should be credited.</td><td></td></tr>
</table>

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Qu	Marking guidance	Total marks
05	From **Item A**, examine **one** strength of the research.	2
	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** • As it is government recorded data, it is collected at regular intervals allowing for comparisons over time. • The CSEW uses a large nationally representative sample, which will mean that results are more generalisable. • Data easily accessible and relatively cheap to obtain, making it a readily available source. • CSEW data can be can be used in comparison with police record crime statistics, in order to establish the dark figure of crime.	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>06</td><td>Describe the type of survey in Item A. Identify the age group most likely to be victims of crime and explain one factor which may account for this.</td><td>4</td></tr>
<tr><td></td><td>AO1 = 1 mark AO2 = 3 marks
‘Context’ here refers to data from the Crime Survey for England and Wales.
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>Relevant type of survey described (AO1). Age group correctly identified 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)</td></tr>
<tr><td>3</td><td>3</td><td>Relevant type of survey described (AO1) . Age group correctly 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)</td></tr>
<tr><td>2</td><td>2</td><td>Relevant type of survey described (AO1). Age group correctly identified with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr>
<tr><td>1</td><td>1</td><td>Relevant survey identified. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1
• (Large scale) victim survey.
Indicative content AO2
• 16–24-year-olds are the most likely to be victims of crime.
• Younger people are more likely to be in the areas where crimes are committed, and out at times when they occur.
• Younger people who are involved in crime and anti-social behaviour are most likely to be victims of crime, particularly in deprived areas.</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>07</td><td>Identify and explain one advantage of using self-report studies to investigate crime.</td><td>4</td></tr>
<tr><td></td><td>
AO1 = 1 mark AO2 = 3 marks

‘Context’ here refers to the use of self-report studies to investigate crime.

<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>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)</td></tr>
<tr><td>3</td><td>3</td><td>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)</td></tr>
<tr><td>2</td><td>2</td><td>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)</td></tr>
<tr><td>1</td><td>1</td><td>Relevant advantage selected. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>

Indicative content AO1

• Anonymous.
• Dark figure of crime.
• Hidden offender profile.

Indicative content AO2

• Anonymity – because respondents are kept anonymous, they are more likely to be truthful in their responses as they have no fear of repercussions.
• Will enable you to find out about unreported crimes, which will not appear in official measurements.
• Will give an indication of the prevalence of victimless crimes, such as illegal drug use.
• Patterns in age, gender, ethnicity, social class and location can be identified, providing a more detailed picture of hidden crime.
</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>08</td><td>From Item B, identify and describe one way in which an individual can respond to the need to succeed in society according to Merton, including what you know of his perspective on this issue.</td><td>4</td></tr>
<tr><td></td><td>
AO1 = 1 mark AO2 = 3 marks
‘Context’ here refers to the work of Merton.
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr>
<tr><td>3</td><td>3</td><td>Relevant way 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)</td></tr>
<tr><td>2</td><td>2</td><td>Relevant way 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)</td></tr>
<tr><td>1</td><td>1</td><td>Relevant way selected. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1

• Conformity.
• Ritualism.
• Innovation.
• Retreatism.
• Rebellion.

Indicative content AO2

• Writing from a functionalist perspective, Merton was interested in how unequal opportunities to succeed lead to criminal behaviour.
• Merton said that everyone in society wanted to succeed, but some people had less opportunity to do so legitimately than others.
• Merton said that there were five ways in which people could respond to success goals in society – conformity (using conventional, legitimate means), ritualism (given up on the goal of success, but remaining conventional), innovation (cannot achieve legitimately so turn to illegitimate means), retreatism (abandon the need to succeed and the means of achieving it) and rebellion (those who reject the success goals and the means of achieving them).
</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>09</td><td>Identify one ethical issue you would need to consider when investigating youth crime and explain how you would deal with this issue in your investigation.</td><td>4</td></tr>
<tr><td></td><td>
AO1 = 1 mark AO2 = 3 marks

‘Context’ here refers to the ethical issues when investigating youth crime.
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>Relevant issue identified (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)</td></tr>
<tr><td>3</td><td>3</td><td>Relevant issue identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered, containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr>
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<tr><td>1</td><td>1</td><td>Relevant issue identified. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>

Indicative content AO1

• Gaining informed consent.
• Guarding anonymity.
• Protection from harm.

Indicative content AO2

• It will be hard to gain informed consent as it would be likely that the subjects of the study will be below the age of 18.
• All subjects of the study should be anonymised and their confidentially respected.
• The researcher should do everything to protect themselves and the subjects of the study from coming to harm.
</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>10</td><td>Discuss how far sociologists would agree that criminal behaviour amongst young people is a significant problem in society.</td><td>12</td></tr>
<tr><td></td><td>AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>10–12</td><td>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)

Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)

Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods.
Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</td></tr>
<tr><td>3</td><td>7–9</td><td>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)

Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)

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)</td></tr>
<tr><td>2</td><td>4–6</td><td>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)

Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)

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)</td></tr>
</table></td><td></td></tr>
</table>

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1	1–3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Functionalism.
- Marxism.
- Interactionism.
- Focus of media coverage of crime and young people.

Indicative content AO2

- Functionalist perspective – young people commit crime as a way of gaining status in society, eg the work of Cohen. Cohen argued that everyone in society shares the same goals but due to material and cultural deprivation, working class children are likely to fail in education, limiting their job prospects. He terms this 'status frustration' and suggests that young working class boys commit crime as a way of gaining status.
- Marxist perspective – young people commit crime as a response to the confines of the capitalist system, eg consumerism drives those who suffer from relative deprivation to commit crime. Those in low income or insecure employment who have no prospect of saving money for a house or car, may commit crime to gain material rewards that they see the rest of society having. Rather than work hard for long term savings, they commit crime for immediate gratification.
- Interactionist perspective – young people do not necessarily commit more crime, but are more likely to be labelled by agents of social control as criminal, eg the work of Becker.
- Disproportionate media focus on young people's involvement in crime. Young people have to a large extent become folk devils and the media sensationalises youth crime in order to sell papers and/or increase traffic on their websites. Knife crime is highlighted in the media and portrayed as a young person's crime. Gang related crime and anti-social behaviour are also widely reported and these are typically youth crimes.

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	Indicative content AO3 • Analysis and evaluation of the functionalist perspective, eg they ignore how criminal behaviour can be learned and transmitted. Critics of Cohen argue that those who commit criminal and deviant behaviour never had the same norms and values as the rest of society, rather their primary socialisation led to the development of deviant and/or criminal norms. This is not necessarily restricted to young people. Once these deviant and criminal norms are accepted, they are difficult to break, especially if they result in a criminal record. • Analysis and evaluation of the Marxist perspective, eg they over-emphasise class inequality. Young people have opportunities through the education system as well as apprenticeship schemes and support from the job centre, class inequality does not prohibit people from being successful. Not all young working class people are going to commit a crime. • Analysis and evaluation of the interactionist perspective, eg removes blame from young people and excuses criminal behaviour. Interactionists such as Becker place the blame onto society, in particular teachers and the media for negatively labelling young people leading to a self-fulfilling prophecy. They argue that youth crime is not a problem, society is. • Analysis and evaluation of the media's portrayal of young people in terms of crime, eg reference to Stan Cohen's 'folk devils and moral panics'. Cohen (1972) argues that deviancy amplification by the media led to increased concerns about crime in people's minds and this can lead to a moral panic. However, with the decrease in mainstream media and the rise of social media and blogs, more perspectives of young people and crime are being presented all the time and critics argue that the media does not have the same power that it did in 1972. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student, how far does the evidence support the premise of the question that criminal behaviour amongst young people is a significant problem in 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.	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>11</td><td>Discuss how far sociologists would agree that crime and deviance are socially constructed.</td><td>12</td></tr>
<tr><td></td><td>AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>10–12</td><td>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)

Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)

Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods.
Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</td></tr>
<tr><td>3</td><td>7–9</td><td>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)

Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)

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)</td></tr>
<tr><td>2</td><td>4–6</td><td>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)

Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)

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)</td></tr>
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1	1–3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Interactionism.
- Functionalism.
- Feminism.
- Marxism.
- Relevant examples of the social construction of criminal behaviour, including time, place, social situation, culture and age related.

Indicative content AO2

- Interactionist perspective – the work of Becker, who suggests that an act only becomes criminal or deviant when others perceive it to be so.
- Functionalist perspective – crime is socially constructed in that the social structure generates pressure for deviant behaviour upon some groups in society.
- Feminist perspective – crime is socially constructed by a patriarchal society that is not only biased against women but also applies double standards.
- Marxist perspective – that crime is socially constructed in that the criminal justice system is biased in favour of the rich and powerful.
- Relevant examples of the social construction of criminal and deviant behaviour
  - time: legal changes, eg smoking in public places became illegal in 2007, suicide was considered a crime until 1961 and homosexuality was a crime until 1967
  - place: smoking in a public place is illegal but smoking in your own home is acceptable and smoking in someone else's home could be deviant
  - culture: in some Arab states using cannabis is legal but drinking alcohol is not
  - age: the legal age of consent is 16, the legal age to drink alcohol in the UK is 18. Deviant behaviour is socially constructed in the same way but also by context as well, eg wearing a bikini is socially acceptable on a beach but deviant in a shopping centre.

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	Indicative content AO3 • Analysis and evaluation of the interactionist perspective, eg that it does not explain why some people commit criminal behaviour. • Analysis and evaluation of the functionalist perspective, eg that it fails to explain why some groups commit criminal acts while others do not. • Analysis and evaluation of the feminist perspective, eg that it fails to acknowledge the lenient treatment of women in the criminal justice system. • Analysis and evaluation of the Marxist perspective, eg that it romanticises working class crime. • Analysis and evaluation of the relevant examples, eg criminal acts can be used to put pressure on the government to make legal changes. Murder may carry a different sentence depending on the context, eg self defence, thus the courts rather than society would decide the degree of criminality. Deviance is a social construct as it depends on what society considers to be 'normal' behaviour. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student how far does the evidence support the premise of the question that crime and deviance are socially constructed. 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.	

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Section B: Social Stratification

Qu	Marking guidance	Total marks
12	Which sociological perspective focuses on women being disadvantaged in society?	1
	AO1 = 1 mark **A** (Feminism)	

Qu	Marking guidance	Total marks
13	What term is commonly used by sociologists to describe the adoption of middle class values and attitudes by members of the working class?	1
	AO1 = 1 mark **C** (Embourgeoisement)	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>14</td><td>Describe one way in which the glass ceiling may prevent someone from progressing in their career.</td><td>3</td></tr>
<tr><td></td><td>AO1 = 3 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>2</td><td>2</td><td>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)</td></tr>
<tr><td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1

• Invisible barriers preventing women from achieving senior positions in their chosen career, eg women being passed over for promotion in favour of a man with equal or fewer qualifications.
• Workplace sexism, eg male employers assuming that women are too gentle and maternal, therefore not suited to leadership or management roles. In this case the employer is more likely to promote a male candidate on the assumption that they will be more assertive and capable of leading and/or managing.
• Informal networks – women are often locked out for informal networking opportunities such as drinks after work with managers, which disadvantages them when it comes to applying for promotion. They may be passed over for someone who is often invited out to social events and knows the boss better.
• Discrimination against mothers or potential mothers. Employers may be reluctant to promote women of child bearing age as they may have to support them with maternity pay and fill that position during maternity leave. Employers may also be wary that mothers are more likely than fathers to request part-time hours which may be difficult to accommodate in more senior positions.
• Appropriate references to other social characteristics should be credited.</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>15</td><td>Identify and describe one characteristic of the underclass.</td><td>3</td></tr>
<tr><td></td><td>AO1 = 3 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>2</td><td>2</td><td>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)</td></tr>
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<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative Content AO1

• The underclass are at the bottom of the social stratification system.
• It can refer to people who experience long-term poverty and who are unable to earn a living.
• Unemployment, eg the underclass are more likely to be unemployed.
• Welfare dependence, eg the underclass are more likely to be reliant on welfare benefits to survive.</td><td></td></tr>
</table>

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Qu	Marking guidance	Total marks
16	From **Item C**, examine **one** strength of using official statistics to research life expectancy.	2
	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** • As the data is collected by the government, it could be considered a trustworthy source providing accurate life expectancy averages to a useable number of decimal places. The government have access to the national population to gather data from so sample sizes are significantly larger than an individual researcher would be able to gather. • As the data is easily accessible online, it will allow sociologists to compare with their own research, draw conclusions and suggest further areas for research on life expectancy, eg identifying that there is a one year gap in life expectancy amongst men in the East Midlands compared to the West Midlands but the life expectancy for women is similar in both areas. • As there are different geographical areas, it will allow for comparisons to be drawn and trends in life expectancy to be identified, eg life expectancy for both genders is lower in the North of England than the South.	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>17</td><td>Identify and explain one factor that might account for the differences in life expectancy as shown in Item C.</td><td>4</td></tr>
<tr><td></td><td>
AO1 = 1 mark AO2 = 3 marks

‘Context’ here refers to the differences in life expectancy.

<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>Relevant factor identified (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)</td></tr>
<tr><td>3</td><td>3</td><td>Relevant factor identified (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)</td></tr>
<tr><td>2</td><td>2</td><td>Relevant factor identified (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)</td></tr>
<tr><td>1</td><td>1</td><td>Relevant alternative factor identified. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>

Indicative content AO1

• Gendered behaviours leading to higher life expectancy for women than men.
• Higher levels of deprivation in some geographical areas.
• Greater levels of unemployment in some areas.
• Poor quality public services in some areas.

Indicative content AO2

• Men are more likely to engage in risk-taking behaviour and less likely to seek medical attention, limiting their potential life span.
• Some areas of the country have higher levels of deprivation, eg the higher your social class the higher your life expectancy.
• Some areas have higher levels of unemployment, eg the previously industrialised areas that have lost the main employer, leading to a poor diet lacking in healthy nutrients. Poverty associated with unemployment can also act as a stressor and link to unhealthy behaviours, such as alcoholism.
• Some areas have less access to public amenities, eg good schools, hospitals, GP etc.
</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>18</td><td>Identify and explain one advantage of using a pilot study to investigate life chances.</td><td>4</td></tr>
<tr><td></td><td>
AO1 = 1 mark AO2 = 3 marks
‘Context’ here refers to the use of a pilot study to investigate life chances.
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>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)</td></tr>
<tr><td>3</td><td>3</td><td>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)</td></tr>
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<tr><td>1</td><td>1</td><td>Relevant advantage selected. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1

• Trial of the method.
• Iron out problems.
• Indication of time and cost.

Indicative content AO2

• Running a small scale version of the research will enable sociologists to gauge whether they have chosen the best method for what they are investigating, eg using questionnaires to investigate life chances in a pilot study will likely demonstrate that the method is not appropriate for the topic, as those who face limits to their life chances may struggle to answer the questions and allow sociologists to change their method before conducting the final study.
• Sociologists can adapt their research based on information gathered in the pilot study, eg it would enable sociologists to test whether structured interviews would be an appropriate method for investigating life chances or whether the questions are too restrictive. When investigating life chances, sociologists may need to give participants freedom to discuss their own situation in significant detail to gain in-depth qualitative data. Sociologists could amend the questions, change the interviews to an unstructured version or a combination of both to enable this to be possible. Questions that lead to irrelevant answers could be removed from interviews or questionnaires so that the study produces as much relevant data as possible and is valid.
</td><td></td></tr>
</table>

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	• Research can be both costly and time intensive, pilot studies can help sociologists gauge how much funding and time might be needed, as well as how many, if any, research assistants they may need. In order to gain a broad understanding of life chances and the different factors that can affect them, sociologists will need quite a large sample, a pilot study would help sociologists to decide on the minimum number of participants and how to engage them.	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>19</td><td>From Item D, identify and describe one factor needed for society to operate effectively according to Davis and Moore, including what you know of their perspective on stratification.</td><td>4</td></tr>
<tr><td></td><td>AO1 = 1 mark AO2 = 3 marks
‘Context’ here refers to the work of Davis and Moore.
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>Relevant factor selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr>
<tr><td>3</td><td>3</td><td>Relevant factor 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)</td></tr>
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<tr><td>1</td><td>1</td><td>Relevant factor selected. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1
• All roles to be filled by those best able to perform them.
• Effective training for the roles.
• Roles must be performed conscientiously.

Indicative content AO2
• Davis and Moore agreed that role allocation was needed for society to function effectively. All roles in society need to be fulfilled by those most able to fulfil them.
• Davis and Moore developed their ideas about stratification from a functionalist perspective outlining the importance of having a system of social stratification.
• They suggested that, for the best suited individuals to want to undertake the training for the roles and perform them diligently, there needs to be inequality of reward in society.</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>20</td><td>Identify and explain one practical issue sociologists may encounter when researching the reasons for inequality in society.</td><td>4</td></tr>
<tr><td></td><td>
AO1 = 1 mark AO2 = 3 marks

‘Context’ here refers to practical issues with research methods when researching inequality in society.

<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>4</td><td>Relevant issue identified (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)</td></tr>
<tr><td>3</td><td>3</td><td>Relevant issue identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td></tr>
<tr><td>2</td><td>2</td><td>Relevant issue identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods offered with a weak application to the context. (AO2)</td></tr>
<tr><td>1</td><td>1</td><td>Relevant issue identified (AO1).</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>

Indicative content AO1

• Gaining access.
• Cost.
• Time.

Indicative content AO2

• May be issues of gaining access, eg identifying a representative sample and ensuring they agree to the research. Some groups may be less accessible than others, eg homeless people.
• Research can be very costly, eg printing, photocopying questionnaires, postage and travel. Lots of different groups would be needed to research the reasons for inequality in society, incurring lots of costs.
• Research can be very time consuming, eg interviews, observations. Understanding reasons for inequality often requires qualitative research methods, which tend to be more time consuming.
</td><td></td></tr>
</table>

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>21</td><td>Discuss how far sociologists would agree that upward social mobility is possible in modern Britain.</td><td>12</td></tr>
<tr><td></td><td>AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>10–12</td><td>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)

Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)

Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods.
Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</td></tr>
<tr><td>3</td><td>7–9</td><td>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)

Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)

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)</td></tr>
<tr><td>2</td><td>4–6</td><td>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)

Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)

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)</td></tr>
</table></td><td></td></tr>
</table>

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1	1–3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Functionalism.
- Marxism.
- Feminism.
- New Right.

Indicative content AO2

- Functionalist perspective – Davis and Moore argue that a meritocratic society rewards an individual for their hard work and talent, resulting in high chances for upward social mobility. The hardest working and most talented people will be rewarded and gain the highest status, suggesting that upward social mobility is possible if an individual is willing to work hard and make use of their talents.
- Marxist perspective – chances of upward social mobility are hampered for the working class as the education system reinforces the inequalities in society. Marxists argue that meritocracy is a myth as the education system serves the needs of a capitalist society and, as such, children of the proletariat will underachieve as the low paid, low skilled jobs need to be filled. Once they find a job, their earning potential is limited as the bourgeoisie want to make as much profit as possible and continue to underpay the proletariat for their labour. The workers in a capitalist society have a false class consciousness and accept their position at the bottom of society. Therefore, Marxists would argue that upward social mobility is not possible.
- Feminist perspective – social mobility for women is encumbered by patriarchal control of the family and social constraints such as the glass ceiling. Due to being tied to domestic work and childcare, women often work part-time or take career breaks in order to have children, putting them behind their male counterparts who work full-time without a break. Even when they do not take a break to have children, they still face prejudice and discrimination, they may

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	miss out on promotion in favour of a man if the employer thinks it is likely that the woman will take a career break and cost the company money. Walby argued that there are six patriarchal structures that oppress women including a public patriarchy which allows male bosses to control female workers. Women are generally segregated into low paid, low status jobs and exploited by a male-dominated society, therefore upward social mobility is not possible for women. • The New Right perspective argues that a meritocratic society rewards hard work, meaning there is a good chance of upward social mobility. The underclass in society are poor as a consequence of their lifestyle choices. **Indicative content AO3** • Analysis and evaluation of the functionalist perspective, eg that not all groups in society are given an equal chance to succeed. Marxists and feminists would criticise this perspective as they would argue that society is not as open as functionalists suggest. Society is unequal and not everyone has access to the same opportunities. • Analysis and evaluation of the Marxist perspective, eg the existence of a welfare state and free education give working classes opportunity for social mobility. The New Right criticise the Marxist perspective, arguing that capitalism is good for society and creates opportunities for social mobility. The working class have benefitted from the great wealth that has been created by capitalism. Functionalists would argue that, through hard work and talent, the working class can achieve upward social mobility. • Analysis and evaluation of the feminist perspective, eg that a raft of equal rights legislation has improved the life chances of women. The Equal Pay Act, Sex Discrimination Act and the Equality Act have all levelled the playing field. Attitudes in society are also changing with regards to the positions that women can hold and who is responsible for childcare. • Analysis and evaluation of the New Right perspective, eg that they tend to 'blame the victims' in society. Critics of the New Right argue that age, education, health and disability all have a role to play in why people may remain poor and it has little to do with laziness as suggested by the New Right. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student, how far does the evidence support the premise of the question that there is upward social mobility in modern Britain. 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.	

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<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>22</td><td>Discuss how far sociologists would agree that disability is the most important factor affecting a person's life chances.</td><td>12</td></tr>
<tr><td></td><td>AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>4</td><td>10–12</td><td>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)

Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)

Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods.
Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</td></tr>
<tr><td>3</td><td>7–9</td><td>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)

Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)

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)</td></tr>
<tr><td>2</td><td>4–6</td><td>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)

Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)

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)</td></tr>
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1	1–3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Alternative forms of evidence including policies aimed at preventing disability discrimination.
- Functionalism.
- Marxism.
- Feminism.

Indicative content AO2

- Alternative forms of evidence – unemployment amongst people with disabilities is around 50%, much higher than those without, children with disabilities underachieve in education, people with disabilities face stigma relating to whether they are capable of working. This is reinforced by Work Capability Assessments.
- Functionalist perspective – society is a meritocracy, and achievement in society is due to individual motivations and work ethic. They argue that everyone has the chance to succeed. Davis and Moore argue that all roles in society need to be fulfilled and should be filled by those most able to do so, this may restrict employment opportunities for all individuals, but in particular those with certain disabilities, eg legal sight requirements.
- Marxist perspective – society does not have an equal distribution of resources, therefore life chances in society are also not equal, in particular for those with disabilities. Those with more resources have better life chances, eg access to adequate healthcare, education and employment. They argue that social class is the most important factor affecting life chances as those with higher incomes have access to better healthcare, increasing their life expectancy and better education for themselves and their children, enabling them to access well-paid and high status careers.

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	• Feminist perspective – Women are subject to patriarchal control, and it therefore affects their life chances – in particular disabled women, who also face ableism. Feminists would argue that the most important factor affecting life chances is gender. Society serves the interests of men and limits opportunities available to women, regardless of whether they have children or not, as a result of gender stereotyping and the assumption that women will take a career break at some point. Due to this, women face the glass ceiling and this limits opportunities that they have for career progression. Gender stereotyping in education may also steer girls away from STEM based careers which are often well-paid. **Indicative content AO3** • Analysis and evaluation of alternative forms of evidence, eg equal rights legislation, disability is a protected characteristic and therefore should protect individuals from discrimination, protected characteristics are taught in many schools in an attempt to combat stigma. • Analysis and evaluation of the functionalist perspective, eg that there is not equality of opportunity due toa range of social barriers that may be faced. Individuals might not meet particular physical characteristics needed for certain jobs or occupations. Disability is a protected characteristic which should prevent discrimination in the workplace but in reality individuals with a disability may face ableism due to the employer not wanting to make necessary adaptations. • Analysis and evaluation of the Marxist perspective, eg extra provision is made within mainstream education for those with special educational needs and physical disabilities to enable access to equal educational opportunities, additional funding is provided to schools and local authorities. Pupil Premium funding is intended to level the playing field in education. Everyone has access to free, state-funded education with additional means tested support offered to help families with the cost of uniforms, books, equipment and educational trips. The NHS is open to everyone and costs of prescriptions can be subsidised for those who may struggle to cover the costs. • Analysis and evaluation of the feminist view, eg there is a divide in feminist theory with regards to whether disability is a feminist issue or not. Many feminist sociologists argue that women with disabilities face double the amount of stigma, whereas others argue that disability is a separate issue and should be addressed as part of disability studies rather than feminism. Both gender and disability are protected characteristics. Legislation, such as the Equal Pay Act, the Sex Discrimination Act and the Equality Act, have all improved the position of women in employment, attitudes within society are also changing and most schools have moved away from gender stereotyping when pupils come to deciding on their option subjects, many schools also have STEM or 'STEMMETTE' clubs or trips to encourage girls. A combination of all of these factors is leading to improved life chances for women. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student how far does the evidence support the premise of the question that disability is the most important factor affecting a person's life chances. 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	

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	the above in order to attain full marks provided they have made a well-supported argument.	

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Assessment objectives

Question	AO1	AO2	AO3	Total
01	1			1
02	1			1
03	3			3
04	3			3
05			2	2
06	1	3		4
07	1	3		4
08	1	3		4
09	1	3		4
10	4	4	4	12
11	4	4	4	12
12	1			1
13	1			1
14	3			3
15	3			3
16			2	2
17	1	3		4
18	1	3		4
19	1	3		4
20	1	3		4
21	4	4	4	12
22	4	4	4	12

Paper total	**40**	**40**	**20**	**100**