

GCSE (9-1)

WJEC Eduqas GCSE (9-1) in
SOCIOLOGY

ACCREDITED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

**SAMPLE ASSESSMENT
MATERIALS**

Teaching from 2017
For award from 2019





For teaching from 2017
For award from 2019

GCSE (9-1) SOCIOLOGY

SAMPLE ASSESSMENT
MATERIALS

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Candidate Name	Centre Number				Candidate Number			
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**GCSE
SOCIOLOGY
COMPONENT 1**



**Understanding Social Processes
SAMPLE ASSESSMENT MATERIALS
Duration 1¾ hours**

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	4	
2.	9	
3.	10	
4.	29	
5.	30	
6.	18	
Total	100	

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question. Credit will be given for the use of sociological concepts, theories and evidence.

Answer **all** questions

1. Select the appropriate term from the box to complete the questions below.

serial monogamy Marx cohabitation Parsons cultural capital role model

- (a) refers to a relationship where a couple are living together but not married. [1]
- (b) Children learn by copying a person they regard as a [1]
- (c) argued that the family performs functions which are needed for society to survive. [1]
- (d) Bourdieu argued that middle class children have more than working class children. [1]

2. *Read the following passage and answer the questions.*

The family is a primary agent of socialisation. In the family, children are introduced to the culture of their society and learn acceptable ways of behaving. Children learn the norms and values of their society as well as other basic skills such as language, so that they can communicate with others and, in the UK, children are taught how to eat with a knife and fork and to respect their parents.

- (a) Describe what is meant by culture. [2]
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(b) Identify a norm in the passage above. [1]

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(c) Explain why socialisation by the family is important. [2]

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(d) Identify and explain two ways in which children are socialised into gender roles in the family. [4]

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3. Read the following passage and answer the questions.

The nature verses nurture debate is an important debate in sociology. Sociologists are more interested in the 'nurture' side of the debate. They argue that children are taught the culture of their society. Agents of socialisation such as the family, media, peer group and education pass on culture. They use examples of feral children to show how important nurture and socialisation are. Feral children are often not able to fit into society easily.

(a) Explain why some children are feral. [2]

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(b) Explain two reasons why sociologists believe in the nurture theory of behaviour. [4]

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(c) Explain two reasons why feral children may have difficulty fitting into society. [4]

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4. (a) Describe what is meant by a symmetrical family. [2]

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(b) Explain why Functionalists argue that nuclear families are important. [4]

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5. (a) Describe one message passed on through the hidden curriculum. [2]

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(b) Outline how schools may socialise children into their gender roles. [5]

You should explore at least two ways in your response.

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- (c) Explain, using examples, why some pupils form anti-school sub-cultures. [8]

You should explore at least two reasons in your response.

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6. Read the following passage and answer the questions.

A recent sociological study looked at boys' attitudes to school. The boys were aged 5-6. One of the methods used to collect primary data was unstructured interviews. The boys were interviewed about how they felt about school and education.

(a) Describe what is meant by an unstructured interview. [2]

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(b) Explain two ethical issues that the interviewers may have faced in carrying out their research. [4]

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(c) Discuss the usefulness of questionnaires in research. [12]

You should explore at least two strengths and two weaknesses in your response.

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COMPONENT 1: Understanding Social Processes

Mark Scheme

Marking guidance for examiners

Summary of assessment objectives for Component 1

The questions on this exam paper assess all three assessment objectives AO1, AO2 and AO3. The assessment objectives focus on:

- the ability to demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)
- the ability to apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)
- the ability to analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgment and draw conclusions (AO3)

The structure of the mark scheme

In high-tariff questions, the mark scheme has two parts:

- An assessment grid showing bands and associated marks that should be allocated to responses which demonstrate the characteristics required by the appropriate assessment objectives(s) relevant to the question
- Indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all material referred to. Examiners should seek to credit any further relevant evidence offered by the candidates.

It is for examiners to decide the band and (where there is more than one mark in a band) the mark to be awarded. The following information explains how examiners should decide on the band and the mark to be awarded.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer. In summary:

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a mark for the question is awarded.

Some higher tariff questions target multiple assessment objectives. For these questions, if an answer deserves to be awarded different bands for different assessment objectives, examiners should look to reward the various characteristics seen in the response which are relevant to the specific assessment objectives.

Stage 2 - Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Questions including passages

Some questions include passages of text. Whilst it is appropriate for candidates to draw upon information provided in passages, they should not be awarded marks for solely replicating sections of text from a passage.

MARK SCHEME**Question 1**

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

Select the appropriate term from the box to complete the questions below.

serial monogamy Marx cohabitation Parsons cultural capital role model

Award one mark for each correct answer

- (a) cohabitation [1]
 (b) role model [1]
 (c) Parsons [1]
 (d) cultural capital [1]

Question 2 (a)

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

Describe what is meant by culture. [2]

Award one mark for a basic explanation suggesting that culture is a way of life of a group of people or a shared way of life.

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

- culture includes norms, values, beliefs, language
- culture may vary from society to society
- different groups may have different sub-cultures
- cultural universals such as the family may be mentioned and should be credited

Award 0 marks for incorrect or irrelevant answers.

Question 2 (b)

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

Identify a norm in the passage above. [1]

Award one mark for identification of the norm in the passage:

- how to eat with a knife and fork

Award 0 marks for incorrect or irrelevant answers.

Question 2 (c)

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

Explain why socialisation by the family is important. [2]

Award one mark for a basic explanation such as socialisation by the family is important because it is the first place where children are taught how to fit into society.

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

- family teaches children norms and values
- family teaches children what is acceptable behaviour and what is expected of them
- without socialisation by the family there would be chaos in society and normal life could not go on
- examples of feral children show that children who are not socialised by a family do not fit into society easily.

Award 0 marks for incorrect or irrelevant answers.

Question 2 (d)

<i>Mark allocation:</i>	AO1 1a & 1b	AO2 1a	AO3
4	2	2	

Identify and explain two ways in which children are socialised into gender roles in the family. [4]

2 marks available for each way identified and applied to the question.

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

Award 1 mark each for identification of an accurate way children are socialised into gender roles such as:

- role models/imitation
- manipulation
- canalisation
- language used
- sanctions
- toys/books/clothes

Award a further mark each for an explanation, or an example, of how this would affect gender roles. Candidates may refer to the points below or other relevant examples:

- role model/imitation as children may copy what they see their parents doing, for example, girls may copy their mothers putting on make-up
- parents may encourage gender behaviour that they approve of and discourage bad behaviour through praise and punishment
- examples of manipulation may be seen such as rewarding a boy for doing well at physical sports
- canalisation is the directing of children into interests and activities that parents think are suitable for their gender such as taking girls to ballet and boys to rugby training
- the way parents address boys and girls differently using examples such as 'boys don't cry'
- any appropriate example of gender differentiation – blue for boys/pink for girls, buying of toys, books, clothes
- punishment of children for perceived inappropriate gender behaviour

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

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

Explain why some children are feral. [2]

Award one mark for a basic explanation that they are feral because they are wild or unsocialised.

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

- a feral child is a child who may have been raised by animals
- a feral child is a child who may have been neglected by his/her family
- credit reference to examples such as Amala and Kamala; Genie or Oxana

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

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

Explain two reasons why sociologists believe in the nurture theory of behaviour. [4]

2 marks available for each reason explained and applied to the question.

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

Award 1 mark each for a basic explanation such as:

- cultural diversity points to the importance of the nurture explanation
- feral children points to the importance of the nurture explanation

Award 2 marks each for a more developed explanation such as:

- cultural diversity shows us that cultures are different over the world and therefore people must learn their culture
- feral children show us that children are not equipped naturally with basic skills and therefore they must be taught them

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

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

Explain two reasons why feral children may have difficulty fitting into society. [4]

2 marks available for each reason explained and applied to the question.

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

Award 1 mark each for a basic explanation such as:

- feral children may not walk like other children
- feral children may not be able to talk

Award 2 marks each for a more developed explanation such as the following or other relevant explanations:

- they may have difficulty talking and will therefore be unable to communicate with people
- they may find other people frightening and confusing and may not want to mix with people
- feral children have not been taught the norms and values needed to fit in to human society and will stand out
- feral children may not be able to walk or eat in an acceptable fashion so will be different to others
- credit any example from feral children particularly showing why it may be difficult for him / her to fit into society

Award 0 marks for incorrect or irrelevant answers.

Question 4 (a)

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

Describe what is meant by a symmetrical family. [2]

Award one mark for a basic definition suggesting that a symmetrical family is one where the roles of husbands and wives are more alike and equal.

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

- the roles may not be identical but men contribute equal time to the home and are more home-centred
- this type of family was identified by Willmott and Young
- Willmott and Young identified this as a stage three family
- a symmetrical family is similar to integrated conjugal roles

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

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

Explain why Functionalists argue that nuclear families are important. [4]

Award 1 mark for a basic suggestion that Functionalists argue that the nuclear family is needed to bring up children in a stable environment with two parents performing different roles.

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

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

- credit reference to Functionalists such as Parsons and his theory that the nuclear family has been reduced to two basic functions of primary socialisation and stabilisation of adult personalities
- the nuclear family provides economic and emotional support
- the nuclear family provides a vehicle for reproduction
- the nuclear family is the best place to carry out these functions because it enables different gender roles

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

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

Explain the increase in lone-parent families in the contemporary UK. [8]

You should explore at least two reasons in your response.

Band descriptors and mark allocations

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

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

Indicative content

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

- secularisation has led to an increase in single parent families because people are no longer as influenced by religion and the belief that children should be born within marriage
- changes in norms which have made single parents an acceptable family form
- feminism may have influenced women to be more independent and able to manage on their own
- divorce laws have enabled more couples to divorce leading to more single parents
- technological changes such as IVF has enabled women to reproduce independently
- more job opportunities for women have improved their economic position and enabled them to live on their own
- welfare benefits have helped enable women to be financially independent

Question 4 (d)

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

‘Changes in the law are mainly responsible for changes in the divorce rate since the 1970s.’ Do you agree with this view? [15]

In your answer you are advised to refer to changes in the law and any other relevant factors to support your judgement.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks	AO2 1a 3 marks	AO3 1a & 1b 8 marks
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the changes in the divorce rate including specific changes to the law and two alternative factors. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	<p>There are no Band 4 marks for this assessment objective</p> <p>3 marks are awarded as for Band 3</p> <p>A developed analysis and evaluation of the relative importance of a range of factors linked to changes in the divorce rate. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.</p>
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to changes in the divorce rate, including specific changes to the law, though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	<p>Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately their impact on the divorce rate. The explanation will be well developed.</p> <p>3</p> <p>Good analysis and evaluation of the relative importance of factors linked to changes in the divorce rate. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.</p>

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

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

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

Indicative content

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

- patterns of divorce rates such as the rapid rise in divorce rates from 1970 until 1994 and subsequent fall
- changes in the law such as:
 - The Divorce Reform Act in 1969 which made divorce available on the grounds of irretrievable breakdown
 - The Legal Aid and Advice Act which gave financial assistance with solicitors' and court fees
 - The Family Law Act in 1996 which increased the amount of time before a divorce could be granted and made marriage counselling
- discussion of other factors such as:
 - greater economic independence of women making them less dependent on their husbands
 - changing norms and values making divorce acceptable
 - secularisation – the decline of religion means that people are not as influenced by religious rules against divorce
 - the reduction in family size making it easier for women to live independently
 - feminism – raising the status of women and giving them more choice over their lives
- whether changes in the law have been mainly responsible for changes in the divorce rate
- whether changes in the law have enabled couples who are/were unhappily married to divorce whereas previously they had to remain married

Question 5 (a)

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

Describe one message passed on through the hidden curriculum. [2]

Award one mark for a basic description that the hidden curriculum may pass on gender messages or messages to do with ethnicity or social class or to do with preparation for work.

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

- ways in which implicit messages may be passed on such as through textbooks
- types of messages that may be passed on such as appropriate behaviour for girls and boys.
- the hidden curriculum also refers to preparation for qualities needed for the world of work, such as obedience to authority, punctuality

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

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

Outline how schools may socialise children into their gender roles. [5]

You should explore at least two ways in your response.

Band descriptors and mark allocations

Note – a response which does not attempt to explore at least two ways in which schools may socialise children into their gender roles cannot be awarded higher than Band 2.

AO1 5 marks		
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways schools may socialise children into their gender roles. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4-5
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of at least two ways schools may socialise children into their gender roles, though with some inaccuracies/irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one way schools may socialise children into their gender roles is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2-3
BAND 1	Answer demonstrates only basic knowledge and understanding of how schools may socialise children into their gender roles which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	1
Award 0 marks for incorrect or irrelevant answers		

Indicative content

- most teachers in primary schools are female
- lack of suitable male role models in primary schools
- school subjects are often seen as male or female subjects
- the content of reading schemes can often portray males and females in different gender roles
- pupils can be directed into gender specific sports
- schools can issue different sanctions for perceived inappropriate gender behaviour such as fighting

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

Explain, using examples, why some pupils form anti-school subcultures. [8]

You should explore at least two reasons in your response

Band descriptors and mark allocations

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

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons relating to the formation of anti-school subcultures. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately and in detail the formation of anti-school sub-cultures. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons relating to the formation of anti-school sub-cultures, though one reason will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately the formation of anti-school sub-cultures. The explanation will be partially developed as one of these reasons will be explained in less detail than the other.	3

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons relating to the formation of anti-school subcultures, though with some inaccuracies/irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to the formation of anti-school sub-cultures is considered. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain the formation of anti-school sub-cultures. There will be some development in the explanation of both these reasons with limited detail and some inaccuracies, or one reason only is applied and used to explain accurately and in detail the formation of anti-school sub-cultures.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to the formation of anti-school subcultures. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the formation of anti-school sub-cultures will be limited. Any explanation will be undeveloped and contain inaccuracies.	1
Award 0 marks for incorrect or irrelevant answers				

Indicative content

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

- labelling in school may lead some pupils to reject the values of school and create their own values, rewarding anti-school behaviour
- pupils may form anti-school sub-cultures to receive status from their peer group
- boys may form anti-school sub-cultures to express their masculinity
- children from ethnic minority groups may form anti-school sub-cultures as a reaction to racism
- pupils may form anti-school sub-cultures because they see through what the school offers them
- the research of Hargreaves and Ball on the creation of anti-academic sub-cultures
- the work of Mac an Ghail on children from ethnic minority groups
- the work of Willis – 'lads' and 'lobes'

Question 5 (d)

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

‘Working class pupils tend to underachieve in education mainly because of material factors.’ Do you agree with this view? [15]

In your answer you are advised to refer to material and any other relevant factors to support your judgement.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks	AO2 1a 3 marks	AO3 1a & 1b 8 marks
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to working class underachievement in education including material factors and two alternative factors. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	There are no Band 4 marks for this assessment objective 3 marks are awarded as for Band 3	A developed analysis and evaluation of the relative importance of a range of factors linked to working class underachievement. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to working class underachievement in education including material factors, though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately their impact on working class underachievement. The explanation will be well developed	Good analysis and evaluation of the relative importance of factors linked to underachievement in education. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.

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

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

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

Indicative content

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

- material factors such as:
 - poverty and lack of money for food, materials, home Internet access, home tuition
 - some pupils may not live in adequate housing because of poverty
- discussion of other factors such as:
 - cultural factors including certain values, language codes, parental encouragement
 - cultural capital and the work of Bourdieu
 - negative labelling of working class pupils may lead to the formation of anti-school subcultures and the self-fulfilling prophecy
 - work of Hargreaves and Ball on self-fulfilling prophecy
 - there may be assessment of the differences in schools and catchment areas
 - influences of gender and ethnicity
- whether working class pupils tend to underachieve in education mainly because of material factors, or other factors, or a combination of factors

Question 6 (a)

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

Describe what is meant by an unstructured interview. [2]

Award one mark for a basic definition suggesting that an unstructured interview is an interview that takes the form of a conversation.

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

- interviewer has topics to cover rather than pre-planned questions
- produces qualitative data
- data is in the form of written description

Award 0 marks for incorrect or irrelevant answers

Question 6 (b)

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

Explain two ethical issues that the interviewers may have faced in carrying out their research. [4]

2 marks available for each ethical issue explained and applied to the question.

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

Award 1 mark each for a basic explanation of an ethical issue the researchers may have faced, such as the following or other relevant factors:

- getting the children in the research to understand the right to withdraw
- making sure the children were not harmed
- getting the children's informed consent

Award 2 marks each for a more developed explanation such as:

- the children being interviewed would not be able to give informed consent so parental consent would be required
- young children may feel threatened with people they do not know and therefore might be harmed
- young children may want to please and be reluctant to withdraw

Award 0 marks for incorrect or irrelevant answers.

Question 6 (c)

<i>Mark allocation:</i>	<i>AO1 1a&1b</i>	<i>AO2 1b</i>	<i>AO3 1a & 1b</i>
12	4	4	4

Discuss the usefulness of questionnaires in research.

[12]

You should explore at least two strengths and two weaknesses in your response.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks		AO2 1b 4 marks		AO3 1a & 1b 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two strengths and at least two weaknesses relating to the usefulness of questionnaires in research. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/ concepts/evidence/ methods is applied and used to explain accurately and in detail their impact on the usefulness of questionnaires in research. The explanation will be fully developed.	4	A developed analysis and evaluation of the impact of the strength and weaknesses on the usefulness of questionnaires in research. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of strengths and weaknesses relating to the usefulness of questionnaires in research, though some will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/ concepts/evidence/ methods is applied and used to explain accurately their impact on the usefulness of questionnaires in research. The explanation will be partially developed and some of these will be explained in less detail than others.	3	Good analysis and evaluation of the strengths and weaknesses of questionnaires in research. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question.	3

	AO1 1a & 1b 4 marks		AO2 1b 4 marks		AO3 1a & 1b 4 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of strengths and weaknesses relating to the usefulness of questionnaires in research, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/evidence/methods is applied and used to explain their impact on the usefulness of questionnaires in research. There will be some development in the explanation but with limited detail and inaccuracies.	2	A partial analysis and evaluation of strengths and/or weaknesses but not focused on the usefulness of questionnaires in research. Any judgement or conclusion will be superficial.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of strength(s) and/or weakness(es) of questionnaires in research. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the usefulness of questionnaires in research will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1
Award 0 marks for incorrect or irrelevant answers						

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

Indicative content

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

- questionnaires are useful because they produce quantitative data that can be used to discover patterns/trends
- that they can be completed online
- they are useful because they can create statistics and graphs so patterns/trends are easily identifiable
- questionnaires can be given out or posted to a large number of people so can be representative
- questionnaires are often easy to fill in and are fairly cheap because there are no interviewers to pay

- there is no interview effect which may disturb some participants
- the anonymity of questionnaires may improve truthfulness
- questionnaires can be repeated so good on reliability
- the usefulness of questionnaires can be queried as people may not bother to complete them, and there may be a low response rate making the sample unrepresentative
- questionnaires may be low on validity because they do not allow respondents to explain their answers in detail
- questions may reflect the bias of the person who constructed the questionnaire

Candidate Name	Centre Number				Candidate Number			
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GCSE
SOCIOLOGY
COMPONENT 2
Understanding Social Structures
SAMPLE ASSESSMENT MATERIALS
Duration 1 ¾ hours



For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	4	
2.	6	
3.	15	
4.	17	
5.	17	
6.	30	
7.	11	
Total	100	

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question. Credit will be given for the use of sociological concepts, theories and evidence.

Answer **all** questions

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

scapegoating labelling underclass Marx Weber prejudice authority

- (a) This term means judging others without knowing them
 [1]
- (b) This gives people the right to be in charge
 [1]
- (c) Blaming a group of people unfairly for society's problems
 [1]
- (d) argued that society was split into two social classes. [1]

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

Unemployment rate by ethnic background 2008-14

	2008	2010	2012	2014
Other ethnic groups	10%	14%	14%	12%
White	5%	6%	7%	6%

Adapted from ONS Labour Market Statistics April 2016

- (a) Identify the percentage of white people unemployed in 2012. [1]

- (b) Identify the percentage of other ethnic groups unemployed in 2012. [1]

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

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- 3 (a) Define what is meant by gender discrimination. [2]

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- (b) Explain two reasons why more women are in top jobs in the UK today than in the 1950s. [4]

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- (c) Assess whether the position of women has improved in the contemporary UK. [9]
In your answer you are advised to refer to evidence from at least two areas of life to support your judgement.

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4. Read the following passage and answer the questions that follow.

Karl Marx argued that there were two social classes in society. The top group, the **bourgeoisie** were able to use their position and power to exploit those who worked for them, the proletariat. They also used their power to control society and to run it for their own benefit and to keep themselves rich and powerful. They were able to control important institutions such as the education system, the law and the media.

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

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(b) Explain what Marx meant by false class consciousness. [2]

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(c) Using the passage above and your sociological knowledge, explain two ways the bourgeoisie are able to run society for their own benefit and keep themselves rich and powerful. [4]

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- (d) Functionalists disagree with Marx, arguing that inequality is needed for society to work properly. Do you agree with this view? [9]

In your answer you are advised to consider different sociological ideas and theories to support your judgement.

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5. (a) Using examples, explain the difference between absolute and relative poverty.

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- (b) Explain two reasons why elderly people may be living in relative poverty. [4]

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- (c) Some sociologists argue that the poor are to blame for their poverty because of their culture. Do you agree with this view? [9]

In your answer you are advised to refer to different sociological ideas and theories to support your judgement.

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6. (a) Describe one way statistics on crime are collected. [2]

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(b) Outline how labelling a person a criminal may cause them to commit more crime. [5]

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(c) Explain why official criminal statistics may be unreliable. [8]

You should explore at least two reasons in your response.

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7. You are asked to carry out sociological research into the attitude of teenage boys to crime.

(a) Observation is one method that can be used in sociological research. Identify a *different* method that you would choose to carry out research into the attitude of teenage boys to crime. [1]

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(b) Explain two reasons why you have chosen this method for your research. [4]

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- (c) Explain and evaluate the weaknesses that you may find using this method for your research. [6]

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COMPONENT 2: Understanding Social Structures

Mark Scheme

Marking guidance for examiners

Summary of assessment objectives for Component 2

The questions on this exam paper assess all three assessment objectives AO1, AO2 and AO3. The assessment objectives focus on:

- the ability to demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)
- the ability to apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)
- the ability to analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgment and draw conclusions (AO3)

The structure of the mark scheme

In high-tariff questions, the mark scheme has two parts:

- An assessment grid showing bands and associated marks that should be allocated to responses which demonstrate the characteristics required by the appropriate assessment objectives(s) relevant to the question
- Indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all material referred to. Examiners should seek to credit any further relevant evidence offered by the candidates.

It is for examiners to decide the band and (where there is more than one mark in a band) the mark to be awarded. The following information explains how examiners should decide on the band and the mark to be awarded.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer. In summary:

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a mark for the question is awarded.

Some higher tariff questions target multiple assessment objectives. For these questions, if an answer deserves to be awarded different bands for different assessment objectives, examiners should look to reward the various characteristics seen in the response which are relevant to the specific assessment objectives.

Stage 2 - Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Questions including passages

Some questions include passages of text. Whilst it is appropriate for candidates to draw upon information provided in passages, they should not be awarded marks for solely replicating sections of text from a passage.

Question 1

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

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

scapegoating labelling underclass Marx Weber prejudice authority
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Award one mark for each correct answer

- (a) prejudice [1]
 (b) authority [1]
 (c) scapegoating [1]
 (d) Marx [1]

Question 2 (a) and (b)

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

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

Unemployment rate by ethnic background 2008-14

	2008	2010	2012	2014
Other ethnic groups	10%	14%	14%	12%
White	5%	6%	7%	6%

Award one mark for each correct answer

- (a) 7%
 (b) 14%

Question 2 (c)

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

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

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

Award one mark for each point made, (to a maximum of two) and one mark each for the supporting statistics.

Candidates may refer to one of the points below or other patterns or trends supporting them with accurate statistics from the table.

- other ethnic groups are more likely to be unemployed than those from a white ethnic background for each year, for example, in 2008 10% of other ethnic groups were unemployed compared to 5% of the white ethnic group
- the percentage unemployed for those from a white ethnic background rose from 2008 to 2012, for example, the percentage unemployed from a white ethnic background in 2008 was 5% and 7% in 2012

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

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

Define what is meant by gender discrimination. [2]

Award one mark for a basic definition suggesting that discrimination is treating a person differently based on their gender.

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

- gender discrimination can be the result of prejudice or stereotypes
- gender discrimination can be positive or negative
- gender discrimination can be shown to either gender
- credit any accurate example based on the differential treatment of someone because of his/her gender

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

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

Explain two reasons why more women are in top jobs in the UK today than in the 1950s. [4]

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

Award one mark for each reason identified and one mark for an explanation of how it may lead to more women in top jobs. Candidates may refer to one of the points below or other relevant examples:

- the Sex Discrimination Act (1975) made it illegal to discriminate against women, removing some barriers to achieving top jobs
- more female role models at the top serve as an example to other women
- feminism may have contributed to the greater independence of women leading to the achieving of positions of power
- changes in education patterns of attainment - girls doing better generally in education than boys - may also be a relevant reason
- changes in occupational structure with more opportunities for women to build successful careers
- changing norms and values about the roles of men and women have also provided for opportunities for women to achieve more positions of power
- changes in the family - more equality in some families have given women more opportunity to work and develop careers

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

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

Assess whether the position of women has improved in the contemporary UK. [9]

In your answer you are advised to refer to evidence from at least two areas of life to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to refer to evidence from at least two areas of life cannot be awarded higher than Band 2.

	AO1 1a & 1b 3 marks	AO2 1a 3 marks	AO3 1a & 1b 3 marks			
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the changing position of women with reference to examples or evidence from at least two areas of life. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain accurately the position of women in the contemporary UK. The explanation will be well developed.	3	A developed analysis and evaluation of what the evidence /examples from at least two areas of life show in relation to whether the position of women has improved. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the changing position of women with reference to examples or evidence from two areas of life, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one area of life is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2	Knowledge and understanding of relevant theories/ concepts/evidence from two areas of life is applied and used to explain the position of women in the contemporary UK. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies. Or knowledge and understanding from one area of life is applied and used to explain accurately and in detail the position of women in the contemporary UK.	2	A partial analysis and evaluation of what the evidence/examples from two areas of life show in relation to whether the position of women has improved. Or a developed analysis and evaluation of what the evidence/examples from only one area of life show. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

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

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

Indicative content

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

Responses are likely to focus on areas such as work, family, education and the media.

- in relation to work, answers may discuss:
 - more women are working
 - the improvements in women's pay
 - more women entering top jobs
 - women on average are still paid less than men
 - women are still under-represented in top jobs / vertical segregation
 - credit reference to relevant concepts such as horizontal segregation and the glass ceiling
- in relation to family, answers may discuss:
 - the move to more shared domestic roles
 - the emergence of the New Man
 - more women working leading to more financial power in the home
 - women still have less responsibility for money management and decision-making
 - women still are responsible for most of the child-rearing and the housework in some households
 - credit reference to sociological concepts such as dual/triple burden, where women may do most of the domestic work, undertake paid work and take responsibility for emotional care
- in relation to education, answers may discuss:
 - girls are achieving better examination results than boys in many subjects
 - there are more girls opting for traditional male subjects
 - more girls are choosing to go to university roles
 - pupils directed into gender specific sports

- in relation to the media, answers may discuss:
 - less stereotypical representation of women in some areas
 - increase in women newsreaders
 - emergence of strong resourceful females in ‘soaps’
 - representation of women in media in traditional roles is still strong
 - there are fewer female role models than men
 - women are under-represented in positions of power and influence in media
- there should be some conclusion to the argument.

Question 4 (a)

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

Describe what is meant by bourgeoisie. [2]

Award one mark for a basic description suggesting that the bourgeoisie are a group who own businesses, land, factories etc.

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

- they own the means of production
- they are a much smaller group than the proletariat

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

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

Explain what Marx meant by false class consciousness. [2]

Award one mark for a basic explanation suggesting that people are unaware of their true position in life.

Award 2 marks for a more developed explanation such as:

- the proletariat are unaware of their true class position
- the bourgeoisie control ideas in society and brainwash people so they don't see their position

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

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

Using the passage above and your sociological knowledge, explain two ways the bourgeoisie are able to run society for their own benefit and keep themselves rich and powerful. [4]

2 marks available for each way explained and applied to the question.

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

Award one mark for each way identified and one mark each for an explanation of how it may keep the bourgeoisie in power, that refers to one of the points below or other relevant points or examples:

- the bourgeoisie provide jobs for the rest of society and pay low wages and exploit them to make more profit for themselves
- they control the education system and use it to teach their ideas so their views on life are accepted
- they control the education system and use it to teach obedience to produce an obedient workforce
- they control the family and make sure it socialises children into the values of capitalism to keep the system going
- they control the law and use it to pass laws that suit them so their actions are not defined as criminal
- credit reference to sociologists or sociological examples

Award 0 marks for incorrect or irrelevant answers.

Question 4 (d)

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

Functionalists disagree with Marx, arguing that inequality is needed for society to work properly. Do you agree with this view? [9]

In your answer you are advised to consider different sociological ideas and theories to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to explore at least one alternative view, in addition to the views of Functionalists, cannot be awarded higher than Band 2.

	AO1 1a & 1b 3 marks		AO2 1a 3 marks		AO3 1a & 1b 3 marks	
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the views of Functionalists on inequality and at least one alternative view. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence relating to Functionalist views on inequality and at least one alternative view is consistently applied and explained in the context of the question. The explanation will be well developed.	3	A developed analysis and evaluation of what Functionalists' views and at least one other view show in relation to whether inequality in society is needed. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding the views of Functionalists on inequality and one alternative view, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only the views of Functionalists on inequality are considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2	Knowledge and understanding of relevant theories/ concepts/evidence relating to Functionalist views on inequality and at least one alternative view is partially applied and explained in the context of the question. The explanation will be partially developed and some views will be explained in less detail than others and with some inaccuracies. Or knowledge and understanding relating only to the views of Functionalists on inequality is consistently applied and explained in the context of the question. This explanation will be well developed.	2	A partial analysis and evaluation of what Functionalists' views and at least one other view show in relation to whether inequality in society is needed. Or a developed analysis and evaluation of what Functionalists' views only show in relation to whether inequality in society is needed Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

BAND 1	Answer demonstrates only basic knowledge and understanding of sociological view(s) on inequality, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding relating to view(s) on inequality will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1
Award 0 marks for incorrect or irrelevant answers						

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

Indicative content

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

Credit reference to Functionalist theory and ideas of Davis and Moore:

- inequality is needed to encourage people to go for different jobs
- inequality is always going to exist as some people have more ability or work harder than others
- some jobs are more important than others and should have more reward

Credit reference to Marxism and alternative points of view:

- inequality is not based on differences in ability and effort
- inequality is dangerous as it may cause conflict and divisions in society
- inequality puts some people in a position to exploit others
- extremes of wealth and poverty can lead to resentment
- inequality is unfair as some people have more opportunities than others through inherited wealth or private schooling
- inequality can lead to a wastage of talent

Credit reference to Feminism

- inequality benefits men
- women have a different experience of life than men and inferior life chances
- women have less opportunities than men

There should be some conclusion in the response.

Question 5 (a)

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

Using examples, explain the difference between absolute and relative poverty. [4]

Award two marks for an accurate explanation of the difference between the two terms without examples, such as absolute poverty refers to not being able to afford the necessities of life whereas relative poverty refers to being poor compared to others.

Award a further mark each for the use of accurate examples such as:

- absolute poverty means not being able to afford food, clothes or shelter
- relative poverty means not being able to afford what most people have such as a television; occasional holiday or similar examples.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

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

Explain two reasons why elderly people may be living in relative poverty. [4]

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

Award one mark for each reason identified and a further mark for how this might lead to relative poverty. Candidates may refer to one of the points below or other relevant examples.

- the effects of retirement - elderly people are likely to be retired and without a regular income from a job
- elderly people may be dependent on state benefits if they do not have a pension from work, and thus on a low income
- elderly people may have been poor throughout their life and have no savings
- the income of many elderly people has not risen enough to keep up with rising expectations of an acceptable standard of living

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

Some sociologists argue that the poor are to blame for their poverty because of their culture. Do you agree with this view? [9]

In your answer you are advised to refer to different sociological ideas and theories to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to explore at least one alternative view, in addition to the view that the poor are to blame for their poverty, cannot be awarded higher than Band 2.

	AO1 1a & 1b 3 marks	AO2 1a 3 marks	AO3 1a & 1b 3 marks
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the view that the poor are to blame for their poverty and at least one alternative view. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/ evidence relating to the view that the poor are to blame for their poverty and at least one alternative view is consistently applied and explained in the context of the question. The explanation will be well developed.
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the view the poor are to blame for their poverty and one alternative view, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only the view that the poor are to blame for their poverty is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2	Knowledge and understanding of relevant theories/ concepts/ evidence relating to the view that the poor are to blame for their poverty and at least one alternative view is partially applied and explained in the context of the question The explanation will be partially developed and some views will be explained in less detail than others and with some inaccuracies. Or knowledge and understanding relating only to the view that the poor are to blame for their poverty is consistently applied and explained in the context of the question. This explanation will be well developed.
			3
			2
			2

BAND 1	Answer demonstrates only basic knowledge and understanding of sociological view(s) on poverty which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding relating to view(s) on poverty will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1
Award 0 marks for incorrect or irrelevant answers						

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

Indicative content

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

- There should be clear understanding of the debate regarding the causes of poverty
- Credit reference to Murray and the culture of poverty theory:
 - the poor are poor because of their culture
 - they are socialised into values that keep them poor such as living for the future; dependency
 - their family lives are chaotic with single parent families and young boys not taking responsibility for their children
 - crime is a feature of their lives
 - they are encouraged not to work by the welfare state
- Credit reference to alternative views on poverty:
 - changes in society such as the decline of manual labour in the UK, have led to an increase in poverty
 - globalisation has encouraged some companies to move to other countries with cheaper labour costs creating unemployment
 - the cycle of deprivation means it is very difficult to get out of poverty
- Credit reference to appropriate theory
- Functionalist theory and ideas of Davis and Moore:
 - inequality is needed to encourage people to go for different jobs
 - inequality is always going to exist as some people have more ability or work harder than others
 - some jobs are more important than others and should have more reward
- Marxism and alternative points of view:
 - inequality is dangerous as it may cause conflict and divisions in society
 - inequality puts some people in a position to exploit others
 - extremes of wealth and poverty can lead to resentment
 - inequality is unfair as some people have more opportunities than others through inherited wealth or private schooling
 - inequality can lead to a wastage of talent

- Feminism
 - inequality benefits men
 - women have a different experience of life than men and inferior life chances
 - women have less opportunities than men

- there should be some conclusion to the argument

Question 6 (a)

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

Describe one way statistics on crime are collected [2]

Award one mark for a basic description identifying the way statistics are collected such as;

- victim studies
- self-report studies
- official statistics on crime

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

- victim studies are conducted by the Crime Survey for England and Wales and give a very different picture of crime from official statistics.
- self-report studies are conducted by sociologists to compare with the official statistics
- official statistics are collected by the government from police records.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

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

Outline how labelling a person a criminal may cause them to commit more crime. [5]

Band descriptors and mark allocations

AO1 5 marks		
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of how labelling a person a criminal can cause them to commit more crime. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4-5
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of how labelling a person a criminal can cause them to commit more crime, though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2-3
BAND 1	Answer demonstrates only basic knowledge and understanding of how labelling a person a criminal can cause them to commit more crime, which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	1
Award 0 marks for incorrect or irrelevant answers		

Indicative content

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

- Becker and the stages in the deviant career:
 - labelling a person a criminal may result in them going to prison and losing their job
 - once in prison, criminals will learn the 'tricks of the trade' from other criminals
 - when they come out of prison they will have the label of 'ex con'
 - they may find it difficult to get a job
 - they may find themselves isolated and will join with other 'ex-cons in a criminal sub-culture
 - this may lead to more crime and the self-fulfilling prophecy
 - this stage also applies to people committing crime generally
 - credit reference to relevant sociological concepts such as outsider, deviant sub-culture

Question 6 (c)

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

Explain why official criminal statistics may be unreliable.

[8]

You should explore at least two reasons in your response

Band descriptors and mark allocations

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

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

Indicative content

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

- official statistics will not include hidden crime
- not all crimes are reported and therefore don't appear in official statistics
- why people may not report crime such as fear, ignorance, apathy or knowing the offender
- police bias and the influence of racism or sexism in compiling official figures
- official figures may encourage labelling and differential treatment according to social class, gender; ethnic group membership
- corporate and white collar crimes are difficult to detect crimes and tend to be invisible
- white collar crimes are often not prosecuted or if they are, courts may treat middle class offenders differently
- the results from victim and self-report studies are very different from official crime statistics and show that they are unreliable
- sociological evidence and/or theory such as Cicourel and the idea of the typical offender

Question 6 (d)

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

‘The main reason why young people may commit crime is the formation of sub-cultures.’ Do you agree with this view?

[15]

In your answer you are advised to refer to the formation of subcultures and any other relevant factors to support your judgement.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks	AO2 1a 3 marks	AO3 1a & 1b 8 marks
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to why young people may commit crime including the formation of subcultures and two alternative factors. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	<p>There are no Band 4 marks for this assessment objective.</p> <p>3 marks are awarded as for Band 3.</p> <p>A developed analysis and evaluation of the relative importance of a range of factors linked to young people and crime. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question.</p>
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to why young people may commit crime including the formation of subcultures, though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	<p>Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately their impact on young people and crime. The explanation will be well developed.</p> <p>3</p> <p>Good analysis and evaluation of the relative importance of factors linked to young people and crime. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question.</p>

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

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

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

Indicative content

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

- the formation of sub-cultures such as:
 - youths may form deviant sub-cultures because of status frustration caused by failure at school and work
 - the ideas of Albert Cohen and the idea that youth crime is not for monetary gain
 - youths may be socialised into deviant values and sub-cultures
 - youths may join deviant sub-cultures to prove their masculinity

- most of youth crime is associated with vandalism, fighting, joy-riding, and drug-related crimes which are often committed in groups
- other factors such as:
 - youths may commit crime to get material goods
 - credit reference to Merton and strain theory
 - labelling youths as criminal may lead to them committing more crime and the self-fulfilling prophecy
 - Marxism and the ideas that youths may commit crime as a protest against capitalism or racism
- whether young people commit crime mainly due to the formation of sub-cultures, or other factors, or a combination of factors
- whether the official statistics for young people and crime are reliable or a result of police focusing on youth crime and a result of moral panics and scapegoating

Question 7 (a)

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

Observation is one method that can be used in sociological research. Identify a *different* method that you would choose to carry out research into the attitude of teenage boys to crime.

[1]

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

- interviews – (structured or unstructured)
- questionnaires

Award 0 marks for incorrect or irrelevant answers.

Note - observation is not suitable as a method for this research as it is research into attitudes and it may be unrealistic for school pupils to carry out observation.

Question 7 (b)

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

Explain two reasons why you have chosen this method for your research. [4]

2 marks available for each reason explained and applied to the question.

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

Responses should focus on why the method they have chosen is suitable for a research project involving the views of teenage boys on crime.

Award 1 mark each for a simple reason such as the following or other relevant reasons;

unstructured interviews:

- encourage teenage boys to talk
- let the boys give their own views

questionnaires:

- a large number of teenage boys can be questioned
- the boys can fill them in quickly

structured interviews:

- might put teenage boys at ease
- the boys can ask questions

Award two marks each for a more developed response that refers to the points below or other relevant examples.

Indicative content

- structured interviews:
 - these produce quantitative data that can be used to discover patterns/trends in the teenage boys' views
 - these can create statistics and graphs about the boys' views so patterns/trends are easily identifiable
 - a relatively large number of boys can be interviewed encouraging representativeness
 - they can be repeated so they are good on reliability
- unstructured interviews encourage validity:
 - the boys would be at ease which would give them confidence to discuss their views
 - these allow a relaxed atmosphere so the boys would not feel threatened
 - these give the boys freedom to give their real views rather than answer pre-planned questions
 - these would produce descriptions from the boys rather than one-word answers
 - the boys may come up with reasons that the researcher has not considered
 - young boys may not be bothered to fill in a questionnaire

- questionnaires:
 - these produce quantitative data that can be used to discover patterns/trends about the boys' views
 - these can be done online which might appeal to boys
 - these can create statistics and graphs so patterns/trends about the boys' views are easily identifiable
 - these can be given out or posted to a large number of boys so they can be representative
 - these are fairly cheap because there are no interviewers which would allow a large number of boys to be surveyed
 - the boys fill them in anonymously so this may encourage truthfulness
 - they can be repeated with other boys so they are good on reliability

Observation is not suitable as a method for this research as it is research into attitudes and it may be unrealistic for school pupils to use this method.

Award 0 marks for incorrect or irrelevant answers.

Question 7 (c)

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

Explain and evaluate the weaknesses that you may find using this method for your research.

[6]**Band descriptors and mark allocations**

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

Indicative content

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

- interviews (structured and unstructured):
 - the status of the interviewer- age, gender, social class - may influence the boys' answers
 - the boys may want to please and impress in the interview - social desirability
 - unstructured interviews take a long time, so you may not be able to interview many boys affecting representativeness
 - every interview could be different in unstructured interviews so it is difficult to compare answers and find patterns for the boys' views
 - structured interviews may be low on validity because they do not allow the boys to discuss their views in detail or to give their own responses

- questionnaires:
 - the boys may not be bothered to fill them in or lose them and there may be a low response rate affecting representativeness
 - the answers may not be valid as they would not allow the boys to explain their answers in detail
 - they may also be low on validity as they have to choose from the answers given and cannot give their own answers
 - the boys may not take the research seriously and may not fill them in truthfully
- there should be some conclusion to the argument