



GCSE MARKING SCHEME

SUMMER 2025

SOCIOLOGY – COMPONENT 2
C200U20-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE SOCIOLOGY- COMPONENT 2

SUMMER 2025 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		

crisis of masculinity prejudice	Heidensohn discrimination	patriarchy Becker
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Award one mark for each correct answer.

- (a) **A term which describes when a person or group is treated differently because of their personal characteristics.** [1]
discrimination
- (b) **A term to describe when people make judgements about others often based on gender, ethnicity, age or other characteristics.** [1]
prejudice
- (c) **A term which describes how men's roles have changed making them uncertain of their role in society.** [1]
crisis of masculinity
- (d) **A Feminist sociologist who wrote about the way females conform in society.** [1]
Heidensohn

Question 2 (a) and (b)

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

Study the information below and answer the questions that follow.

Teenagers aged 12-15 in the UK were asked to name the ways they found out about the news between the years 2018 and 2023. The table below shows the most popular, including the most-read newspaper, *The Sun*. The final column shows which one they named as their most important source of news.

Adapted from: Ofcom - News Consumption in the UK 2023

Most popular news sources among young people aged 12-15, 2018-2023

	Percentage (%) of 12-15 year olds who named a news source as a way they found out about the news.						Percentage (%) who viewed it as the most important source of news
News source	2018	2019	2020	2021	2022	2023	
BBC Online	55	53	51	46	39	39	17
TikTok	No figures collected	No figures collected	11	22	28	28	10
YouTube	27	30	30	33	28	25	5
BBC One/Two	45	40	41	35	24	21	7
ITV	30	29	28	24	25	21	6
Facebook	34	32	29	27	22	18	3
The Sun	6	6	5	5	5	6	1

Award one mark for each correct answer

(a) Identify the most popular news source in 2023. [1]

BBC Online

(b) Identify the news source which has declined the most in popularity between 2018 and 2023. [1]

BBC One/Two (24 percentage-point drop)

Question 2 (c)

Mark allocation:	AO1 1a	AO2b	AO3
		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 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. They may support them with accurate statistics from the table.

- Newspapers are much less popular amongst 12–15-year-olds than tv/social media. For example, in 2023, only 6% saw The Sun, the most-read newspaper, as a source of news compared to TikTok at 28%.
- TikTok is the fastest growing social media source for 12–15-year-olds for the time period and was named by 17% more in 2023 than in 2020.
- The BBC is becoming less popular among 12–15-year-olds and online use as a news source has dropped from 55% to 39%. TV has dropped even further from 45% to 21%.
- The BBC has lost popularity but is still an important news source for 39% of 12–15-year-olds and 21% viewing BBC One and Two.
- Candidates should explain fully to show they understand the patterns to gain full marks.

Credit given for answers that refer to the source.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

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

Define what is meant by relative poverty. [2]

Award one mark for a basic definition suggesting that relative poverty refers to being without things that other people have.

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

- Relative poverty may change over time as society develops different expectations, e.g. internet.
- Relative poverty is different from absolute poverty and people may have the basics, such as food, shelter and water but do not have other things that are seen as important in society.
- Relative poverty could be not having a reasonable standard of living compared to other people.
- Credit any reference to examples of relative poverty.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

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

Explain, with examples, how poverty may cause individuals to experience social exclusion. [4]

Award up to 2 marks for relevant examples identified.

Award up to 2 further marks for development, including the accurate use of terminology.

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

- Responses are likely to focus on areas such as:
 - unemployment, social isolation, lack of money to take part in cultural activities
 - lack of transport or internet
 - not being able to take part in social events
 - going on holiday
 - lack of appropriate clothes.
- They may also refer to work, education, crime, health, family or the media.

There must be two examples to gain all four marks.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

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

Some sociologists argue that poverty is needed in society. Discuss this view. [9]

In your answer you are advised to discuss at least two sociological views of poverty in the UK to support your discussion.

Band descriptors and mark allocations

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

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of two sociological views of poverty in the UK. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two sociological views of poverty in the UK. The explanation will be well developed.	3	A developed analysis and evaluation of two sociological views of poverty in the UK. 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
2	Answer has some coherence, demonstrating partial knowledge and understanding of two sociological views of poverty in the UK though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one sociological view of poverty in the UK is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain of two sociological views of poverty in the UK. The explanation will be partially developed as one of these views will be explained in less detail than the others and with some inaccuracies. Or knowledge and understanding is applied and used to explain accurately one sociological view of poverty in the UK.	2	A partial analysis and evaluation of two sociological views of poverty in the UK. Or a developed analysis and evaluation of one sociological view of poverty in the UK. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

1	Answer demonstrates only basic knowledge and understanding of sociological views of poverty in the UK, which may be characterised by inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain sociological views of poverty in the 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 provide 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.

- Definitions of poverty. Understanding of absolute/relative poverty and how you define poverty is important.
- Townsend – poverty index may be useful to help decide. Depends how you define poverty.
- Functionalist view – poverty may play an important function in motivating people to work and be successful. Without some poverty society might not function properly.
- New Right view – Poverty is a problem because of the lifestyle of the poor/underclass. It is worrying because these groups are responsible for much crime and damaged families.
- Knowledge of the Marxist view – The bourgeoisie do not care about poverty and are happy to pay low wages so even hard-working families fall into poverty, whilst they grow richer.
- Feminism – women are more likely to fall into poverty because of gender pay gap and more are lone parents.
- Minority ethnic groups in the UK and people with disabilities are more likely to be in poverty because of discrimination, pay gaps and therefore this is worrying.
- Credit should be given to reference to wealth, income, work and education.
- Credit accurate references to sociologists and theory where applicable.
- There should be a discussion of the sociological ideas and a relevant conclusion.

Award 0 marks for incorrect or irrelevant answers

Question 4 (a)

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

Study the item below and answer the questions that follow.

Gender roles are an important part of socialisation. Children learn these in the family, at school and through the media. The media often features stereotypes of gender roles which may be harmful. Gender roles have changed a great deal, but feminists would say that there is still a great deal of gender inequality.

Describe what is meant by gender.

[2]

Award one mark for a basic description suggesting that gender refers to the roles linked to being male and female or ways that males and females are expected to act.

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

- Gender roles are socially constructed.
- Gender is connected to being masculine or feminine.
- Gender is part of culture.
- Gender is not the same as biological sex.
- Gender can be fluid.
- Any accurate example of gender.

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO21a</i>	<i>AO3</i>
4		4	

Explain two ways in which women's roles have changed.

[4]

Award one mark for one basic explanation offering one way suggesting that women's roles have changed, such as women now go out to work more often. See below.

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

- Women have become more independent as socialisation gives more choices for females.
- Women's role as the main caregiver for children is less so as men now may share this role more than in the past.
- In the workplace women have more opportunities as doctors, scientists, engineers and as bosses.

Two further marks available for a second way that is developed or one for a basic way.

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

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

Explain one stereotype that may affect males. [2]

1 mark available for a valid stereotype that may affect males e.g. males are expected to be tough and not cry.

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

- Stereotypes of males as being strong and less emotional may make it difficult for males to show their emotions. This may affect the well-being /mental health of males.
- Stereotypes of males as being violent or aggressive may result in males living up to this label.

Question 4 (d)

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

Assess Feminist views on inequality 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 discuss at least two areas of life cannot be awarded higher than Band 2.

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of feminist views of inequality. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately feminist views of inequality. The explanation will be well developed.	3	A developed analysis and evaluation of feminist views of inequality. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	3
2	Answer has some coherence, demonstrating partial knowledge and understanding of feminist views of inequality 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 is applied and used to explain feminist views of inequality. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with some inaccuracies. Or knowledge and understanding is applied and used to explain accurately feminist views of inequality in one area of life.	2	A partial analysis and evaluation of feminist views of inequality. Or a developed analysis and evaluation of feminist views of inequality in relation to one area of life. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2
1	Answer demonstrates only basic knowledge and understanding of feminist views of 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 to explain feminist views of 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 provide 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 family, health, work, media representation, crime, power, inequality. Responses may also refer to class, gender, ethnicity, disability and/or sexuality.

- Feminism – Sylvia Walby’s theory is a strong feminist theory which covers several areas of life including the workplace where men control women by dominating paid work. However, the Equal Pay Act has meant that this is less true nowadays, although Walby argues that pay is still not equal. Oakley, Walby
- Walby also argues that men control women in the family as traditional head of the family and domestic violence, although women are now able to get divorced.
- Delphy and Leonard found that fathers control women in the home as they control money and decisions. This may be less true if Wilmott and Young’s symmetrical family is now a more common type of family.
- Consideration of legislation inspired by Feminism including 2010 Equality Act and how effective this has been.
- Feminists would argue that discrimination at work causes inequality through the glass ceiling and gender pay gap.
- In education, females are outperforming males at GCSE. Feminists would argue that males are still gaining higher status and more powerful positions in the workplace.
- Feminist views on media representation – consideration of how important Oakley’s view of socialisation of boys and girls into traditional gender roles is as a cause of inequality.
- Status and power – Some Feminists consider that women have made important steps forward towards greater equality, but patriarchy needs to change further.
- Feminists would argue that although men may help more in the home than they did and that women can gain paid work, they are still unequal due to the triple shift and double burden.
- Evaluation compared to other theories such as Marxism and Functionalism
- Credit accurate references to sociologists and theory where applicable
- Learners should discuss how significant the changes have been in the areas they look at.

Award 0 marks for incorrect or irrelevant answers

Question 5 (a)

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO21a</i>	<i>AO3</i>
4		4	

Study the item below and answer the questions that follow.

The British Social Attitudes Survey in 2023 found that 46% of people in the UK saw themselves as working class and 29% as middle class. These were both higher than in 1983 when this survey began. The 2023 survey also found that just over 20% of people did not feel they belonged to any social class, compared to over 40% in 1983.

Adapted from Daily Mail Online, 2023.

Describe, using examples, two different social classes.

[4]

Award one mark for a basic description of an example of a social class, e.g. working-class people do low paid jobs.

Examples could include working-class, middle-class, upper-class, underclass etc.

Award a further mark for a more developed example, e.g. One example of a social class is working-class people who are more likely to do manual jobs with low pay and have less life chances.

Award up to 2 further marks for a second description of a social class depending on the level of development as above.

- Registrar general and other classifications
- Working-class, middle-class, upper-class or underclass
- Marxist two class model – Bourgeoisie and Proletariat
- Weberian view – Class, status and party,
- Indicators of social class may be a way of seeing people in different social class groups – income, dress, accent, lifestyle, wealth
- Class may be subjective.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

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

Describe two ways private schools give advantages to children who attend them. [4]

One mark available for each basic way described. E.g. smaller class sizes. One further mark for each developed way, for instance, smaller classes mean that children make better progress and will get better qualifications and better jobs. If more than two ways are given, the best two should be assessed.

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

- Private schools may have better resources therefore children are more successful.
- The Old Boys' Network may give better opportunities after school and university.
- Links to the top universities may be stronger, possibly giving better chances of going to Oxford or Cambridge.
- Private schools may give better chances at securing top jobs later in life. In 2019, the Sutton Trust found that 65% of senior judges and 59% of top civil servants went to private schools when only 7% of children attended private school.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

‘Social class does not matter in the UK’. Discuss this view.

[9]

*In your answer you are advised to refer to at least **two** sociological views to support your discussion.*

Band descriptors and mark allocations

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

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two sociological views on social class. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	3	Knowledge and understanding of relevant theories/ concepts/evidence about social class is applied and used to explain accurately whether social class matters. The explanation will be well developed.	3	A developed analysis and evaluation of the evidence /examples about social class is applied and used to explain accurately whether social class matters. 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

2	Answer has some coherence, demonstrating partial knowledge and understanding of at least two sociological views on social class, though lacking in detail and with some inaccuracies/irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one sociological view on social class is considered. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2	Knowledge and understanding of relevant theories/ concepts/evidence about social class is applied and used to explain whether social class matters. 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 of one sociological view is applied and used to explain accurately and in detail whether social class matters.	2	2	
1	Answer demonstrates only basic knowledge and understanding of sociological views on social class, 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 whether social class matters will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	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 provide a conclusion.

Indicative content

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

Learners may refer to the debate about whether some groups are less powerful than others, but the question is primarily about the evidence. Responses are likely to focus on class, but may consider the relative importance of age, gender and ethnicity.

Answers may discuss:

- Whether social class still affects individuals' life chances.
- Marxist theory and the two-class system, the power and influence of the bourgeoisie over the proletariat.
- Functionalist and New Right views of social class – Peter Saunders argument that social class is no longer important. Higher social classes are in their position because of hard work and ability.
- How much social mobility there is.
- Goldthorpe and Lockwood – affluent worker study found that there was a new working class but that it was still important.
- Fiona Devine
- Old Boys network/Private schools
- The importance of inheritance for maintaining class position.
- Privilege – working-class representation in parliament.
- Reference to the impact of social class on health, education, work and crime.
- Feminists would argue that the glass ceiling and gender pay gap are far more harmful and unfair to women from all social classes.
- Some sociologists would argue that ethnicity has a greater influence on people's lives due to factors such as institutional racism.
- Other aspects of identity such as sexuality, disability and age may be of more significance in the UK today than social class. They may be the cause of inequality through prejudice and discrimination.

Credit accurate references to sociologists and theory.

There should be some conclusion to the argument.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (a)

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

Explain what is meant by the term sanctions.

[2]

Award one mark for a basic explanation that sanctions are carried out when people break social norms, rules or laws.

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

- Sanctions are applied when people break social norms. These include glaring at other, sarcastic comments, ignoring others or gossip.
- Sanctions are part of social control and discourage individuals from breaking social norms, rules and laws.
- Sanctions are carried out by peer groups, family, teachers and members of the public as part of informal social control, but agents of social control, such as the police and courts, also give sanctions as part of formal social control.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

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

Outline what is meant by white collar crime.

[5]

Band descriptors and mark allocations

BAND	AO1 5 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of white collar crime, with development. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4-5
2	Answer has some coherence, demonstrating partial knowledge and understanding of white collar 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
1	Answer demonstrates only basic knowledge and understanding of white collar 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:

- White collar crime is usually committed by middle-class or higher status 'respectable' individuals
- White collar criminals are often not suspected because of their higher status and so are not detected. It may be an invisible crime
- The term white collar crime was coined by Edwin Sutherland
- Sometimes used alongside the idea of blue collar crime committed by working-class individuals
- White collar crime is usually financially motivated and non-violent
- Examples of white collar crime are fraud, deception, embezzlement and tax evasion.
- White collar criminals are less likely to be caught as they are often clever and may be able to afford expensive legal support to escape punishment
- White collar criminals are given less attention by the media and police as the crimes are not seen as being as dangerous as street crime
- Sometimes white collar crime may be confused with corporate crime, but the difference is that white collar criminals are individuals whereas corporate crimes are committed by whole organisations.

Credit reference to theories.

Question 6 (c)

Mark allocation:	AO1 1a or b?	AO21a	AO3
8	4	4	

Explain why some groups in the UK may be seen as typical offenders. [8]

*You should explore at least **two** sociological 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.

Band	AO1 4 marks	AO2 4marks	
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of reasons why some groups in the UK may be seen as typical offenders. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	4
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of reasons why some groups in the UK may be seen as typical offenders, 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	3
2	Answer has some coherence, demonstrating partial knowledge and understanding of reasons why some groups in the UK may be seen as typical offenders, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one reason is explained. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	2
1	Answer demonstrates only basic knowledge and understanding of why some groups in the UK may be seen as typical offenders. There will be little, if any, evidence of sociological language and concepts.	1	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 reasons to consider in the explanation are:

- Stereotypes of ethnicity, age, gender and social class
- Scapegoating and moral panics based on media reporting/representation of groups
- Prejudice, racism
- Labelling and self-fulfilling-prophecy
- Notion of the typical offender
- Institutional racism, differential enforcement of the law and police bias result in conviction rates that support the idea of the typical offender
- White collar criminals and corporate criminals are not suspected.

Credit reference to relevant sociological knowledge.

Question 6 (d)

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

Discuss reasons why conviction rates for males are higher than for females. [15]

In your answer you are advised to refer to different sociological views to support your discussion.

Band descriptors and mark allocations

Band	AO1 3 marks	AO2 3 marks	AO3 3 marks
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of reasons why conviction rates for males are higher than for females. 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 reasons why conviction rates for males are higher than for females. 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	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of reasons why conviction rates for males are higher than for females, though some reasons 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 reasons why conviction rates for males are higher than for females. The explanation will be well developed.	Good analysis and evaluation of reasons why conviction rates for males are higher than for females. 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	Answer has some coherence, demonstrating partial knowledge and understanding of reasons why conviction rates for males are higher than for females, 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 reasons why conviction rates for males are higher than for females. 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 reasons why conviction rates for males are higher than for females. Any judgement or conclusion will be superficial.	3-4
1	Answer demonstrates only basic knowledge and understanding of reasons why conviction rates for males are higher than for females. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain reasons why conviction rates for males are higher than for females 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:

- Social control – greater on women than men, less opportunity, Heidensohn
- Female conformity
- Socialisation of females into traditional femininity, males socialised into toxic masculinity, more aggression. Male expected to be provider
- Subcultures – male subcultures more likely to lead to crime compared to bedroom culture McRobbie
- Pollak - Chivalry thesis
- Notion of typical offender is likely to be male
- Labelling, Becker, males more likely to end up in a deviant career, self-fulfilling prophecy
- Credit reference to relevant sociologists and theory where applicable e.g., Pollak, Carlen
- There should be some conclusion to the argument.

Question 7 (a)

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO21b</i>	<i>AO3</i>
1		1	

A sociologist wants to investigate whether labelling of students happens in schools. They have been asked to carry out a sociological investigation.

Identify a suitable quantitative research method that could be used. [1]

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

- interviews – (structured)
- questionnaires

Award 0 marks for incorrect or irrelevant answers.

Question 7 (b)

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO21b</i>	<i>AO3</i>
2		2	

Explain one reason why the sociologist would carry out a pilot study before starting the research [2]

1 mark available for one reason why you would carry out a pilot study. e.g., iron out any problems, practice on a small scale first.

A second mark for a developed answer. E.g. respondents may be children and may not understand the language used in the questions. A pilot study would allow these to be revised.

- A pilot study may tell you whether your study is possible/feasible. Does it tell you what you hoped to find? This could save money from being wasted on a study that doesn't work.
- A pilot study may help you refine your questions to improve the information gained.

Question 7 (c)

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO2b</i>	<i>AO3</i>
2		2	

Explain one practical issue with this research.

[2]

1 mark available for one basic practical problem when researching labelling in schools. e.g. access to the school, cost, permission, practical issues in gaining consent.

A second mark for application could be a of a way of overcoming it. E.g. asking for permission from the headteacher (gatekeeper), gaining consent via a letter to parents. Candidates may develop in other ways. E.g. if the participants are students, they may be under 18 and parental consent will be required.

Responses should focus on a practical problem for this research to gain both marks.

Question 7 (d)

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO2</i>	<i>AO3</i>
6		3	3

Discuss the strengths of using the method chosen to study labelling in schools. [6]

Band descriptors and mark allocations

Band	AO2 3 marks		AO3 3 marks	
3	Knowledge and understanding of relevant theories/ concepts/ evidence/ methods is applied and used to explain accurately and in detail the strengths of the method chosen for the research into labelling in schools. The explanation will be fully developed.	3	A developed analysis and evaluation of how the strengths of the chosen approach 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
2	Knowledge and understanding of relevant theories/ concepts/ evidence/ methods is applied and used to explain the strengths of the method chosen for the research into labelling in schools. There will be some development in the explanation but with some inaccuracies.	2	A partial analysis and evaluation of how the strengths of the chosen approach 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
1	Application of knowledge and understanding of the strengths of the method chosen for the research into labelling in schools 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:

- Strengths of chosen method:
 - Time
 - Cost
 - Reliability
 - Validity
 - Representativeness – sample size
 - Ethical issues
- Examples of studies using chosen method may be included

Award 0 marks for incorrect or irrelevant answers.