



GCSE MARKING SCHEME

SUMMER 2024

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 2024 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		

role allocation	Charles Murray	exploitation
identity	Fiona Devine	affluent worker

- (a) A term which means that one group is taking advantage of another group in society. [1]
- (b) A term to describe our sense of who we are. [1]
- (c) A term which means the way that jobs are given out in society. [1]
- (d) A New Right sociologist. [1]

Award one mark for each correct answer

- (a) exploitation [1]
- (b) identity [1]
- (c) role allocation [1]
- (d) Charles Murray [1]

Question 2 (a) and (b)

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

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

The UK has a monarchy where there is a king or queen. The table shows the percentage (%) of people of different ages, between the years 1994 and 2021, who thought it very important for Britain to have a monarchy.

UK attitudes towards the monarchy by age, 1994-2021

	Age group		
	18–34	35–54	55+
1994	21	29	45
2000	19	26	45
2005	35	36	51
2011	35	36	51
2015	32	37	50
2021	14	27	44

Adapted from British Social attitudes Survey, National Centre for Social Research, 2022.

Award one mark for each correct answer.

(a) Identify the age group with the highest percentage in 2021. [1]

Over 55

(b) Identify the group with the largest decrease in percentage between 1994 and 2021. [1]

18-34

Question 2 (c)

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

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

If more than two patterns or trends are given, all problems 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 problems. They may support them with accurate statistics from the table.

- Younger people/18-34-year-olds' approval of the monarchy / percentage thinking it was very important to have a monarchy/ having very positive attitudes towards the monarchy is lower than older people's.
- Older people's/ over 55-year-olds' approval of the monarchy / percentage thinking it was very important to have a monarchy/ having very positive attitudes towards the monarchy is higher than younger people's.
- Overall approval of the monarchy / percentage thinking it was very important to have a monarchy/ having very positive attitudes towards the monarchy was higher for all age groups in 2005 and 2011.
- Overall approval of the monarchy / percentage thinking it was very important to have a monarchy/ having very positive attitudes towards the monarchy has begun to fall since 2011 in all age groups.

Candidates should explain fully to show they understand the patterns.

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 life chances. [2]

Award one mark for a basic definition suggesting that life chances refers to the chances people have of being successful/ enjoying better things in life.

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

- It may relate to education or employment.
- It may relate to wealth, income, status, power or health.
- Credit any reference to types of equality/inequality.

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 two ways in which life chances may be affected by wealth. [4]

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

Award one mark for each way identified and a further mark for development or examples. For the second mark, candidates should develop further using terminology accurately and may link each way to at least one area of life with reference to education, work, income, wealth, health, power or crime. They may use the same area of life in both reasons.

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

Responses are likely to focus on areas such as private schooling, old boys' network, employment, poverty, prejudice, discrimination, Marxist views of capitalism. They may also refer to work, education, crime, health, family or the media.

- In relation to work answers may refer to unemployment, zero hours contracts, pay gap, discrimination.
- In relation to income and wealth, jobs may go to people who appear to come from wealthy backgrounds.
- In relation to education, pupils from wealthy backgrounds are more likely to succeed through cultural capital, private schools.
- In relation to crime, poor people are more likely to be victims of crime and more likely to be arrested and sent to prison than wealthy people.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

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

Discuss whether life chances in the UK are equal.

[9]

In your answer you are advised to discuss at least two factors that can affect life chances in the UK to support your judgement.

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 factors affecting life chances 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 factors affecting life chances in the UK. The explanation will be well developed.	3	A developed analysis and evaluation of factors affecting life chances 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 factors affecting life chances in the UK though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one factor affecting life chances 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 factors affecting life chances 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 factor affecting life chances in the UK.	2	A partial analysis and evaluation of factors affecting life chances in the UK. Or a developed analysis and evaluation of factors affecting life chances in the UK. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.	2

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
1	Answer demonstrates only basic knowledge and understanding of sociological views of factors affecting life chances 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 factors affecting life chances 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 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.

- Knowledge of meritocracy.
- Knowledge of Functionalism – Davis and Moore, effective role allocation, rewards.
- New Right view of Peter Saunders.
- Knowledge of the Marxist view – Bowles and Gintis, education reproducing inequality, working class and ruling class, old boys' network, conflict view of society, exploitation, capitalism, false class consciousness.
- Feminism – glass ceiling, sexism, gender pay gap, patriarchy.
- Ethnic pay gap, Institutional racism, discrimination, stereotyping.
- Disability pay gap and stereotyping.
- Ageism.
- 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

Read the following passage and answer the questions that follow.

Citizens Advice describe age discrimination as where you are treated unfairly because of your age or the age group you are part of. Age is a protected characteristic under the Equality Act 2010. It is unlawful to discriminate against someone because of how old they look or because of a person they are with, such as a parent, partner, child or friend.

.Adapted from citizensadvice.org.uk

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

Question 4 (a)

Explain what is meant by discrimination.

[2]

Award one mark for a basic explanation suggesting that it is treating individuals differently, based upon their personal characteristics such as age, gender or ethnicity.

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:

- It can be positive or negative.
- It is treating someone differently, possibly because of class, ethnicity, gender, age or other difference.
- It may happen because of prejudice but means treating someone differently and in not just thought.
- Any accurate example of discrimination.

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

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

Explain two ways in which the media may present younger people. [4]

Award one mark for one basic explanation offering one way that young people may be presented by the media. For example:

- Young people may be seen as lacking experience so do not get promotion.
- Some young people may be seen as troublemakers, binge drinkers or obsessed with their phones so they are treated differently.
- Young people are seen as not knowing enough to consider their opinion.

Award one further mark for a more developed explanation or a development using sociological terminology or sophisticated examples as below:

- Young people are seen as folk devils and are the subject of moral panics. E.g. mods and rockers, knife gangs.
- Young people are stereotyped to be rebellious and may not be given opportunities or are mistrusted as a result.

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 older people. [2]

1 mark available for a valid stereotype that may affect older people. e.g. forgetful, struggling with new technology.

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

Older people may be presented as struggling with technology; therefore, people are reluctant to hire them resulting in discrimination. Possibly examples from the media or social media. This would be ageism and is against the law according to the Equality Act 2010.

The University of Southern California found that stereotypes and negative views are common in the media, e.g. old people are presented as frail or senile. This may affect their life chances as they will not be offered jobs.

Question 4 (d)

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

Discuss how ageism affects different groups in the UK.

[9]

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

Band descriptors and mark allocations

Note – a response which does not attempt to discuss at least two area 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 two ways in which ageism may affect different groups in the UK. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately two ways in which ageism may affect different groups in the UK. The explanation will be well developed.	A developed analysis and evaluation of two ways in which ageism may affect different groups 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.
2	Answer has some coherence, demonstrating partial knowledge and understanding of two ways in which ageism may affect different groups in the UK though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one group or area of life is considered. 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 two ways in which ageism may affect different groups in the 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 is applied and used to explain accurately one group or area of life in which ageism may affect different groups.	A partial analysis and evaluation of two ways in which ageism may affect different groups in the UK. Or a developed analysis and evaluation of one group or area of life and how ageism may affect them. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
1	Answer demonstrates only basic knowledge and understanding of ways in which ageism may affect different groups 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 ways in which ageism may affect different groups 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.

Responses are likely to focus on areas such as social exclusion, stereotyping, prejudice, discrimination, media representation, legislation, health, income and wealth, poverty, work and education. Responses may also refer to class, gender, ethnicity, disability and/ or sexuality.

- Prejudice, stereotyping, labelling.
- Legislation including 2010 Equality Act.
- Work, health, discrimination.
- Media representation, moral panics, scapegoating.
- Old age, youth.
- Status and power.
- Social exclusion, poverty and social inclusion.
- Credit accurate references to sociologists and theory where applicable.
- Learners should discuss how significant the changes have been in the areas they look at.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (a)

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

Explain, with examples, what is meant by status. [4]

Award one mark for a basic explanation stating that status is related to a person's position in society or their importance.

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.

- There are different types of status.
- Ascribed status is status that a person is born into. e.g. Royal Family.
- Achieved status has to be earned through hard work and ability. e.g. surgeon, lawyer, professional footballer.
- Status may also link to age. For example, Chinese, Greek, Koreans, tribal Africans, native Americans, all give status to elders.
- Social class and ownership of property may link to status.
- Patriarchy may also see males as having a higher status than females.

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 reasons why some people have authority over others. [4]

One mark available for each basic reason described. e.g. People are given authority through promotion at work. 2 marks available for each developed reason that people are given authority identified and described. If more than two reasons are given, the best two should be assessed.

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

- People may be given authority at work through promotion.
- Traditional authority is based upon long established customs, such as the Royal Family.
- Charismatic authority is due to the power of personality, such as Christ or Gandhi.
- Rational-legal authority is based upon the awarding of authority through a logical system, such as a democracy electing a prime minister.
- Authority could be related to social class, age, or gender.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

‘Some groups in society have less power than others’. Do you agree with this view? [9]

In your answer you are advised to refer to evidence from at least two sociological views to support your judgement.

Band descriptors and mark allocations

Note – a response which does not attempt to refer to evidence from 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 how some groups may be less powerful than others with reference to examples or evidence from at least two sociological views. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	Knowledge and understanding of relevant theories/ concepts/evidence from two sociological views is applied and used to explain accurately how some groups may be less powerful than others. The explanation will be well developed.	A developed analysis and evaluation of what the evidence /examples from at least two sociological views show in relation to how some groups may be less powerful than others. 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.
2	Answer has some coherence, demonstrating partial knowledge and understanding of how some groups may be less powerful than others with reference to examples or evidence from two sociological views, though lacking in detail and with some inaccuracies/ irrelevancies. Or detailed, relevant knowledge and understanding is demonstrated, but only one sociological view is considered. 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 from two sociological views is applied and used to explain how some groups may be less powerful than others. The explanation will be partially developed as some of these views will be explained in less detail than the others and with some inaccuracies. Or knowledge and understanding from one sociological view is applied and used to explain accurately and in detail how some groups have less power than others.	A partial analysis and evaluation of what the evidence/examples from two sociological views show in relation to how some groups may be less powerful than others. Or a developed analysis and evaluation of what the evidence/examples from only one sociological view show. Lines of reasoning will not be sustained throughout but are coherent and relevant. A conclusion may be superficial.

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
1	Answer demonstrates only basic knowledge and understanding of how some groups may be less powerful than others with reference to one sociological view, 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 how some groups may be less powerful than others will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1
Award 0 marks for incorrect or irrelevant answers						

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

Indicative content

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

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

In relation to class, answers may discuss:

- Marxist theory and the two-class system.
- False Class Consciousness, control of the media.
- Exploitation.
- Conflict theory.
- Old Boys network/Private schools.

In relation to gender, answers may discuss:

- A high proportion of people in top jobs in society are men, glass ceiling.
- Gender pay gap.
- Legislation and the impact of this Equal Pay Act, Sex Discrimination Act.
- More female MP's.
- Many more women working, better employment prospects for girls.
- Women are able to be more independent.
- Feminisation of workplace.
- Meritocracy not happening as girls are discriminated against.
- Inequality in the family.
- Women are still subject to stronger forms of social control, Heidensohn.
- Girls are still socialised differently to be more quiet, gentle and obedient.
- Feminist arguments that men still control women through the threat of domestic violence.
- Feminists argue gender still has a huge effect on a person's opportunities in life.

In relation to age:

- Prejudice, stereotyping and discrimination.
- Ageism.

In relation to ethnicity:

- Prejudice, stereotyping and discrimination.
- Racism, Institutional racism.
- Victim rates, conviction rates.

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		

Describe what is meant by the term chivalry thesis.

[2]

Award one mark for a basic description that females get treated less harshly by police etc.

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

- Idea that females' lower offending rates are linked to differential law enforcement.
- Males want to 'save' females so treat them more leniently like knights in shining armour.
- Reference to Pollak and knowledge that his theories were the start of female criminology.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

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

Outline, with examples, what is meant by a moral panic.

[5]

Band descriptors and mark allocations

Band	AO1 5 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the process of how moral panics occur in society, with at least two examples. 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 how moral panics occur in society, 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 how moral panics happen in society 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:

- The media exaggerating a problem to make it appear as a threat to the whole of society, e.g. small boats crossing English Channel, or any other accurate definition.
- Stanley Cohen – Folk Devils and Moral Panics.
- Deviancy amplification.
- Scapegoating.
- Folk devils as outsider groups.
- Exaggeration and sensationalisation by media.
- Mods and Rockers or other examples.
- Sarah Thornton – Club Cultures.
- Stuart Hall – Policing the crisis.
- Control to make everyday life predictable and possible to manage.

Credit reference to theories; Interactionism.

Question 6 (c)

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

Explain the main patterns of crime for different groups in the contemporary UK. [8]

You should explore at least two groups in your response.

Band descriptors and mark allocations

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

Band	AO1 4 marks		AO2 4marks	
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of patterns of crime for at least two different groups in the contemporary UK. 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 patterns of crime is applied and used to explain accurately how patterns of crime vary for at least two different groups. The explanation will be fully developed.	4
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of patterns of crime for at least two different groups in the contemporary UK, though one group 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 patterns of crime is applied and used to explain accurately how patterns of crime vary for at least two different groups. The explanation will be partially developed and one of these groups will be explained in less detail than the other	3
2	Answer has some coherence, demonstrating partial knowledge and understanding of patterns of crime in the contemporary UK, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one group may be explained. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/ concepts/ evidence for patterns of crime, is applied, but there will be little development and some inaccuracies, or one group is applied and used to explain accurately and in detail how crime statistics are collected.	2
1	Answer demonstrates only basic knowledge and understanding of patterns of crime in the contemporary UK. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain patterns of crime in the contemporary UK 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:

- Age crime curve – younger people commit more crime.
- Higher male conviction rates, increasing female crime.
- Working class crime higher rates.
- Victim rates.
- Decline in reported crime since 1997.
- New crimes, cybercrime.
- Increase in gun and knife crime, violent crime- possible link to moral panics.
- Golden age in the past – Hooligan, Geoffrey Pearson.
- Crime easier to report with mobile phones.
- 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

‘Official statistics of crime are useful to understand how much crime there is in UK society.’ Do you agree with this view? [15]

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

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 a range of sociological views relating to how useful official statistics of crime are. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	There are no Band 4 marks for this assessment objective. 3 marks are awarded as for Band 3.		A developed analysis and evaluation of how useful official statistics of crime are. 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.	7-8
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of sociological views relating to how useful official statistics of crime are, though some views 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 is applied and used to explain how useful official statistics of crime are. The explanation will be well developed.	3	Good analysis and evaluation of how useful official statistics of crime are. 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.	5-6
2	Answer has some coherence, demonstrating partial knowledge and understanding of to how useful official statistics of crime are, 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 how useful official statistics of crime are. The explanation will be partially developed as some of these views will be explained in less detail than the others and with inaccuracies.	2	A partial analysis and evaluation of how useful official statistics of crime are. Any judgement or conclusion will be superficial.	3-4

Band	AO1 3 marks		AO2 3 marks		AO3 3 marks	
1	Answer demonstrates only basic knowledge and understanding of to how useful official statistics of crime are. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain how useful official statistics of crime are. 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:

- Hidden figure of crime.
- Policing and official statistics – Police bias, institutional racism.
- White collar/ corporate crime is not captured by official statistics.
- Moral panics often directed against young working class and ethnic minorities may lead to an increase in some types of crime in the statistics.
- Marxism – differential enforcement of the law.
- Chivalry thesis.
- Invisible crime.
- Changes in recording systems.
- Pressure on police to collect statistics.
- Credit reference to relevant sociologists and theory where applicable e.g., Chambliss, Cohen.
- There should be some conclusion to the argument.

Question 7 (a)

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

In 2022 Crisis UK, a homelessness charity, predicted that homelessness will continue to rise in the next 20 years. You have been asked to carry out sociological research on the reasons why people become homeless.

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

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

- Interviews – (structured or unstructured).
- Observation (participant).
- Questionnaires.

Award 0 marks for incorrect or irrelevant answers.

Question 7 (b)

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

Explain two practical problems with research into homelessness. [4]

1 mark available for one basic practical problem when researching homelessness. For example, finding a sample.

A second mark for a developed answer. e.g., Finding a sample could be a problem as homeless people may not trust a researcher. However, working with a charity, such as Shelter, may help with this problem.

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

Responses should focus on the practical problems of the chosen method for this research project on homelessness.

Problems could include cost, time, validity, sampling, access through gatekeeper, ethics including safety, personal characteristics. Two marks for specific application to the use of the method on this topic.

Question 7 (c)

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

Explain and evaluate the use of your chosen research method to study homelessness
[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 and weaknesses of the method chosen for the research into homelessness. The explanation will be fully developed.	3 A developed analysis and evaluation of how the strengths and weaknesses 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 and weaknesses of the method chosen for the research into homelessness. There will be some development in the explanation but with some inaccuracies.	2 A partial analysis and evaluation of how the strengths and weaknesses 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 and weaknesses of the method chosen for the research into homelessness 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 and limitations of chosen method.
- Quantitative or qualitative data.
- Time consuming.
- Cost.
- Reliability.
- Validity.
- Representativeness – sample size.
- Ethical issues.
- Danger.
- Examples of studies using chosen method.

Credit reference to the context of studying homelessness.

Award 0 marks for incorrect or irrelevant answers.