CAMBRIDGE
International Education

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SOCIOLOGY **0495/22**

Paper 2 Family, Education and Crime **May/June 2026**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. corrasion/corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
DEV	Full development of point
^	Partial development of point
KU	Knowledge and understanding
EG	Example
BOD	Benefit of doubt given
EVAL	Evaluation
J	Judgement
VG	Content of response too vague

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Annotation	Meaning
	Unclear information
REP	Repetition
SEEN	Page or response seen by examiner
LNK	Link to another part of response
	Not Relevant
NAQ	Not answered question

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Assessment objectives

AO1 Knowledge and understanding
- Demonstrate knowledge and understanding of sociological concepts, theories, evidence, views and research methods.

AO2 Interpretation and application
- Apply relevant sociological concepts, theories, evidence, views and research methods to support points or develop arguments.
- Explain how sociological concepts, theories, evidence, views and research methods apply to a particular issue or question.

AO3 Analysis and evaluation
- Analyse and evaluate sociological theories, evidence, views and research methods:
  explain the strengths and limitations of sociological theories, views and research methods
  construct, develop and discuss sociological arguments
  reach conclusions and make judgements based on a reasoned consideration of available evidence.

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Generic levels of response grids

Using the mark levels

Use the generic mark scheme levels to find the mark. Place the answer in a level first. Look for the 'best fit' of the answer into a level. Consider the levels above and below to ensure you have selected the right one.

An answer needs to show evidence of most but not necessarily ALL of the qualities described in a level, in order to be placed in that level. Award a mark for the relative position of the answer within the level.

Candidates may address the question in many different ways; there is no one required answer or approach. Do not penalise answers for leaving out a particular focus. Reward what is there rather than what is missing.

Table A – use this table to mark **question 1(e)**, **2(e)** and **3(e)**

Level	Description	Marks
3	• Good sociological knowledge and understanding of the question. • Three points supported by evidence and analysis. • Sociological terms and concepts are applied appropriately and consistently throughout. • Points are well developed and clearly explained throughout.	7–8
2	• Some sociological knowledge and understanding of the question. • Most points are supported by evidence and/or analysis. • Some application of appropriate sociological terms and concepts. • Some points are partially developed or explained.	4–6
1	• A limited sociological knowledge and understanding of the question. • Points have a tendency to be descriptive, with little or no evidence and/or analysis. • Little or no application of appropriate sociological terms and concepts. • Points are generally undeveloped and may lack clarity.	1–3
0	• No creditable response.	0

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Table B – use this table to mark **Q1(f)**, **Q2(f)** and **Q3(f)**

Level	Description	Marks
4	• Excellent sociological knowledge and understanding of the debate. • Sociological terms and concepts are applied appropriately and consistently throughout. • Three developed points supported by evidence and analysis on both sides of the debate, with a clear focus on the question throughout. • The answer is two sided and balanced and comes to a conclusion or judgement.	12–14
3	• Good sociological knowledge and understanding of the debate. • Sociological terms and concepts are applied appropriately with some frequency. • **Either** one or two developed points supported by evidence and analysis on both sides of the debate, **or** a range of developed and partially developed points on both sides of the debate, with a focus on the question. • The answer is two sided but may lack balance, and may come to a conclusion or may make a judgement on the question.	8–11
2	• Some sociological knowledge and understanding of the debate. • Some application of appropriate sociological terms and concepts. • Some partially developed points supported by evidence and/or analysis, and some focus on the question. One point may be developed on one side of the debate. • The answer may be simple two sided evaluation, or only cover one side of the debate, and may come to a conclusion or make a judgement on the question. **A one-sided answer cannot score higher than 6 marks.**	4–7
1	• A limited sociological knowledge and understanding of the debate. • Little or no application of appropriate sociological terms and concepts. • Points may be list-like, have a tendency to be descriptive, with little or no evidence and/or analysis. • The answer may be one sided, short or undeveloped, with no conclusion or judgements.	1–3
0	• No creditable response.	0

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>1(a)(i)</td><td>Define the term civil partnership.

Award one mark for a partial definition, e.g. non-religious/traditional marriage.

Award two marks for a clear definition, e.g. a formal/legal union that is equivalent to marriage/a legal partnership giving couples the same rights as marriage.</td><td>2</td><td rowspan="2"><u>Key annotations used:</u>

<table><tr><td>✓</td><td>When a correct definitional element or example is used. A maximum of two TICKS per answer.</td></tr><tr><td>✗</td><td>When an incorrect definition or example is given.</td></tr></table>
An answer scoring two marks will be full definition. It will be clear and contain two creditable elements. One of these elements may be a relevant example.
An answer scoring one mark will be a partial definition. This may be:
• an answer with one creditable definitional element
• a relevant example with no creditable definitional element
• an answer that shows some understanding but has some vagueness or confusion.</td></tr>
<tr><td>1(a)(ii)</td><td>Define the term dual worker family.

Award one mark for a partial definition, e.g. the woman goes to work.

Award two marks for a clear definition, e.g. families in which both partners do paid work.</td><td>2</td></tr>
<tr><td>1(b)</td><td>State <u>two</u> reasons why some people get divorced.

Award one mark for each correct reason (up to a maximum of two).

Possible responses:
• Divorce is easy/quick to obtain
• Decline of religion (secularisation)
• Greater financial independence of women
• Falling out of love
• Financial issues
• Arguments and conflict
• Domestic abuse
• Infidelity
• Rise of feminism/female liberation
• Any other reasonable response.</td><td>2</td><td><u>Key annotations used</u>:

<table><tr><td>✓</td><td>for each correct point given.</td></tr><tr><td>✗</td><td>for each incorrect point given.</td></tr></table></td></tr>
</table>

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Question	Answer	Marks	Guidance
1(c)	**Describe <u>three</u> reasons why some cultures have arranged marriages.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Negotiations between families – dowry – some believe these arrangements ensure financial security for the marriage partners and their families; • Arranged marriages last longer – some believe that unlike love marriages which are based on feelings that can change over time, arranged marriages have no expectation of being in love so are more likely to last. This provides more security/stability for the members; • Informed choices – most arranged marriages allow the marriage partners to make their own decisions about whether they wish to get married to the suggested partner. They may be provided with arranged introductions, for example. They know they are choosing a partner that will be approved of and accepted by the family so resulting in a more harmonious union; • Hierarchy and tradition – in cultures that bestow status onto the elders, some believe that arranged marriages maintain this hierarchy by allowing parents or elders to choose who children will marry. The best interests of the child and/or the family can thus be maintained; • Religion – some believe that religions have arranged marriage as a norm to ensure that children marry someone from the same faith. Hindus, for example, practice religious segregation;	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark, candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. Each correct point described or explained can only be credited with two marks, so answers are likely to be quite concise. However, a relevant description/explanation does need to be clearly present in order for the second mark to be awarded.

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Question	Answer	Marks	Guidance
1(c)	• Familial support network – Muslims, for example, see arranged marriages as a way to provide strong support networks for the marriage partners and to bond the two families together to make them stronger. Similar reasons arise in Eastern cultures who see arranged marriages as a way to build peaceful family relationships; • Alliances – historically arranged marriages were seen by some as a way to increase protection and ensure families were bonded together to form an alliance against others – strength in numbers; • Wise elders – some cultures believe that the elderly are those with the knowledge and experience to make decisions for the younger members of the culture. They are highly valued and therefore trusted with arranged marriages; • Cannot find a partner – family members can help individuals to find a partner through an arranged marriage when they struggle to find a suitable one themselves; • Cultural superstitions – arranged marriages can be linked to cultural superstitions and omens, e.g. for a woman to have a child by a certain age; • Cultural norms and values – arranged marriages are a norm in many societies/countries/cultures and therefore are not questioned, this is the accepted way to live as an adult and be married; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
1(d)	**Explain <u>three</u> ways the family has lost its functions.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Care of children – this was, until recently, performed by parents typically with the support and help of other extended family members. With the privatisation of the nuclear family, however, these extended family support networks have broken down and families are now supported in their role by schools, nurseries and educational professionals; • Care of the elderly – families traditionally looked after their elderly relatives themselves, ensuring they were housed, fed and loved. Today, however, most families are dual-worker and therefore do not have the time to be able to do this. They may also not live near the elderly members of their family. Therefore, this function is now carried out by the pensions system, residential care and social services; • Education – this used to be an informal process carried out within the community by family members who focused on teaching children the skills they needed to survive. Today education involves formal learning and an official curriculum. This has meant the function of education has moved to schools, online platforms, the media and universities. Family members do not possess the required skills to perform this function any longer;	**6**	Note: Responses must discuss a **function of the family** and not a role within it. <u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark, candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. Each correct point described or explained can only be credited with two marks, so answers are likely to be quite concise. However, a relevant description/ explanation does need to be clearly present in order for the second mark to be awarded.

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Question	Answer	Marks	Guidance
1(d)	• Financial support – when family members needed financial assistance it was once the extended family that stepped in and provided this level of support. Today, families can, for the most part, no longer afford to do this. Therefore, this essential function is now performed by the welfare state through benefit payments, through banks who provide loans and through charities e.g. foodbanks; • Care of the sick – whereas the extended family once looked after ill family members this is no longer possible as women work and families are often geographically dispersed. Families do not have the expert medical skills necessary to be effective. Instead, hospitals and other health services perform this function that was once part of the family; • Socialisation/social control – the New Right would argue that as family diversity has grown in society and the dominance of the nuclear family has diminished so families have lost the ability to successfully perform their functions, e.g. single parent families failing to socialise/socially control their children properly; • Growth of alternatives to the family – many believe that the family itself is no longer a necessary institution as alternatives to it emerge in society (friends as family, single person households etc.) and therefore this means that any vital functions must be performed elsewhere. Friends can perform many of these functions instead of family members e.g. love, support, care, as can other institutions (private and the state) and the media; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
1(e)	**Discuss the view that families are <u>not</u> symmetrical.** Use **Table A** to mark answers to this question. Possible responses: • Domestic division of labour – feminists claim women are expected to take on most of the responsibility for looking after the home and family members meaning they are not symmetrical; • Dual worker families – research shows that even when men and women both go to paid work for the same number of hours the women still do considerably more hours (e.g. The Time Use study); • Dual burden/triple shift – Oakley – women are often expected to do both paid work and domestic work whereas men are not. Dunscombe and Marsden believe women also perform the emotional role, cementing the lack of symmetry in the family; • Domestic violence – Dobash and Dobash – research shows that when men felt their authority was being challenged in the family they would abuse their wives to regain power and control – this isn't symmetrical; • Segregated conjugal roles – traditional roles taken by men and women within families whereby they do very different tasks. For example, the woman undertakes the domestic role whereas the man is the breadwinner – this means their power and status are not symmetrical because it is the man who is earning the money for the family; • Decision making – Edgell/Pahl – important decisions are usually made by the man and support his interests, e.g. moving house because he has a promotion at work, what type of car to buy. Women therefore do not have symmetry with men in the family;	**8**	SYMMETRICAL FAMILY = a family in which the roles of the **partners** are equal. Candidates are likely to discuss various aspects of the feminist view of the family in their responses as they focus on the 'symmetrical family' concept in the question. Those scoring in the lower band of the MS may talk more generically (marked with *) about a lack of equality in the family. <u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/theories/studies. EG for when a relevant example is given to support a point.

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Question	Answer	Marks	Guidance
1(e)	• *Lone parent families – with only one parent there cannot be symmetrical roles as there is only one parent. • *Children and parents – parents have more power and authority than children in the family meaning they cannot be symmetrical; • *Siblings – variations in age and gender may mean greater privileges for some siblings over others. Such differences in power and status mean that these families cannot be symmetrical; • Any other reasonable response.		Use **Table A** guidance plus metrics below: To score into **level 3 (7–8 marks)** the candidate **must make at least three good quality well developed points (DEVx3).** Expect to see sociological concepts and/or theory in the answer. Consistency across all these features is essential to achieve full marks. For example, an answer with three well developed points, one of which is not explicitly conceptual/theoretical, cannot achieve more than 7 marks. To score in **level 2 (4–6 marks)** the candidate must make a **minimum of two accurate sociological points**. Use of sociological concepts/theory and/or the quality and development of the points made will be the differentiator for marks within the level. At the **bottom of the level (4 marks)** expect to see **either** two accurate points that are at least partially developed (^^) **or** one good quality, well developed point (DEV) with at least one other undeveloped point. **Higher in the level (5–6 marks)** expect better development and range. For example, two developed points (DEVx2) and a partially developed point (^) would be likely to score **6 marks**. In **level 1 (1–3 marks)** points are likely to be simple, perhaps common-sense description with little sociological focus. Answers may also be short, perhaps just making one point. Candidates' answers will typically identify points but do nothing/little with them i.e. undeveloped points or list-like answers. Sociological evidence and concepts are likely to be lacking or to be inaccurate. For example, one good quality, well developed point (DEV) with a concept/theory will score at the **top of the level (3 marks)** whereas one undeveloped point will score **1 mark**. Do remember, candidates may address the question in different ways; there is no one required answer or approach. Also, don't just think about the number of concepts used in an answer to determine your mark – their quality and relevance to the specific question is essential here.

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Question	Answer	Marks	Guidance
1(f)	**Evaluate the view that lone parent families are the best type of family.** Use **Table B** to mark answers to this question. Possible responses for: • Feminism – escaping patriarchy – lone parent families are the only type of family where women and children can be free from the constraints of patriarchy; • Feminism – escaping domestic abuse – Dobash and Dobash's research proved how prevalent this was in family life and the extremely negative effects it had on women and children. Lone parent families offer a safe alternative, devoid of violence and abuse; • Feminism – gendered socialisation – Oakley – feminists are concerned with the ways boys and girls are socialised into traditional gender roles in the nuclear family and one way to avoid this is to choose a lone parent family where segregated roles are not in evidence and so cannot be imitated; • Female independence – as women have increased gender equality in society and are increasingly active members of the workforce, so they no longer need to rely on a man to survive or to have a family. Money brings them options – men are not even needed any longer for procreation as IVF becomes more widespread and accessible; • Lone parent families are increasingly common – such family types are growing in number as individuals recognise the benefits they can bring in ensuring a happier and healthier environment, particularly after divorce or separation;	**14**	Key annotations used: ✓ for each correct 'for' point identified. ✗ for each incorrect point identified. DEV for full development of a point ^ for partial development of a point. KU for correct use of sociological concepts/theories/studies. EG for when a relevant example is given to support a point. EVAL for each correct evaluation point identified. J for when an answer comes to a conclusion or judgement. Refer to **Table B** for guidance plus below: To score in **level 4 (12–14 marks)** expect to see a minimum of **six sociological points**. This must be **three points for and three points against** (or more). If this is not the case the answer cannot score in level 4. Both sides of the debate should be well developed and engage conceptually/theoretically with the question.

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Question	Answer	Marks	Guidance
1(f)	• Nuclear family is not functional for all – lone parent families challenge the functionalist view that the nuclear family is best – in fact it can be a source of stress and sorrow for many family members (e.g. Leach, Barrett and McIntosh) that can be avoided by living in a lone parent family; • Postmodernism and choice – individuals should be free to choose the type of family structure that best suits their needs at particular points in their life. If this is a lone parent family then this is the best at that time; • Empty-shell marriages – lone parent families are thought by many to be better than situations where the parents decide to stay together 'for the sake of the children'. This can often leave families characterised by stress, arguments and conflicts not seen in lone parent families; • Any other reasonable response. Possible responses against: • New Right – Murray – lone parent families inadequately socialise their children resulting in them growing up feckless and devoid of the essential norms and values needed to conform and be successful in society – lone parent families are dysfunctional; • Marxist-feminist – lone parent families may suffer from poverty which prevents children from participating in the full range of opportunities and so hampers their life chances. Poverty is caused from there being only one income/woman not being able to work because of childcare issues/reliance on state benefits; • Nuclear family – is the ideal type of family for children to be raised in (Parsons) as it is the only family type in which the essential family functions can be performed according to functionalism;		To be awarded **full marks (14 marks)** an answer must have 3 good quality, well developed points for and against, a well-developed conclusion (J+DEV) and consistent use of sociological concepts/theory (typically 10+ KU's). **Lower in the level (12–13 marks)** an answer may have: DEVx5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEVx6 an answer may have less than 10 KU's. Alternatively, you may see a strong answer with a less developed conclusion (J rather than J+DEV). A level 4 answer with <u>no</u> conclusion can score a **maximum of 12 marks**. To score in **level 3 (8–11 marks)** there must be a **two-sided debate** with a **minimum of 4 sociological points, all with some development**. Some accurate sociological concepts/theory will be seen in this level. Answers will contain both developed (DEV) and partially developed points (^). An answer that contains <u>no</u> developed points (DEV) <u>cannot</u> score in level 3. At the **bottom of the level (8 marks)** there is likely to be 1 conceptual/theoretical developed point (DEV) plus at least 3 partially developed points (^x3). It is likely that there will be more points than this higher in the level **(9–10 marks)**, including more developed points (DEVs) and more concepts/theory (KU). At the **top of the level (11 marks)** an answer would typically have 5 conceptual/theoretical developed points (DEVx5) covering both sides of the debate **or** perhaps four developed points (DEVx4) and one or more partially developed points (^ minimum). A very unbalanced debate (e.g. 1 point for and 3 against) will <u>not</u> score at the top of the level, however strong development and conceptuality may be. *A one-sided answer, however good, can score a **maximum of 6 marks** (level 2).*

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Question	Answer	Marks	Guidance
1(f)	• Religion/cultural expectations – many religions and cultures disapprove of lone parent families as they are not comprised of two married partners. Lone parent families are thus stigmatised and looked down on, leading to labelling for members of such families which can often result in damaging self-fulfilling prophecies (Becker); • Educational achievement – children from lone parent families are shown to not do as well as children from two parent families when it comes to educational performance. This may be because they have to work part-time in order to help support the family or due to cultural factors such as social control and socialisation; • Crime and deviance – children from lone parent families are more likely to be involved in crime, deviance and anti-school sub-cultures than children from two parent families. This has many negative effects on life chances in the future; • Extended families are best – these offer the possibilities for financial assistance, support with childcare, emotional support and advice as well as avoiding the isolation and loneliness often associated with lone parent families; • Any other reasonable response.		A **level 2 answer (4–7 marks)** is **either** a one-sided response (remember these can also fall into level 1) **or** a response with partially developed points (^^s) on both sides of the debate. They may be characterised by less, or even no sociological concepts/theory. At the **bottom of the level (4 marks)** there needs to be **a minimum of 2 points with some development (^^ minimum)**. At the **top of the level (6–7 marks)** there may be 1 developed point (DEV) and 2 partially developed points (^x2) or there may be 4 partially developed points (^x4) covering both sides of the debate. A **level 1 answer (1–3 marks)** is likely to be short and/or largely common sense. It is unlikely to be a two-sided response and may be undeveloped and list-like. Alternatively, it might be a simple undeveloped point for and a simple undeveloped point against (this would typically score **2 marks**). An answer that contains only one partially developed point (^), however many undeveloped points, can only score in this level.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(a)(i)</td><td>Define the term socialisation.

Award one mark for a partial definition, e.g. learning.

Award two marks for a clear definition, e.g. the process of learning/accepting/conforming to the norms and values of a culture.</td><td>2</td><td rowspan="2">Key annotations used:

<table><tr><td>✓</td><td>When a correct definitional element or example is used. A maximum of two TICKS per answer.</td></tr><tr><td>✗</td><td>When an incorrect definition or example is given.</td></tr></table>
An answer scoring two marks will be full definition. It will be clear and contain two creditable elements. One of these elements may be a relevant example.
An answer scoring one mark will be a partial definition. This may be:
• an answer with one creditable definitional element
• a relevant example with no creditable definitional element
• an answer that shows some understanding but has some vagueness or confusion.</td></tr>
<tr><td>2(a)(ii)</td><td>Define the term meritocracy.

Award one mark for a partial definition, e.g. being fair.

Award two marks for a clear definition, e.g. a system in which individuals reach the position they deserve, based on their educational achievement, talent and skills (a functionalist concept).</td><td>2</td></tr>
</table>

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Question	Answer	Marks	Guidance
2(b)	**State <u>two</u> global differences in schooling.** Award **one** mark for each correct point (up to a maximum of **two**). Possible responses: • Availability of schools • Class sizes • Access to the internet • Availability of educational materials • Access to education for girls • Poverty/wealth and the impact on school buildings and resources • Norms, values and cultural differences, e.g. style of teaching • Curriculum • Language • Any other reasonable response.	**2**	Note: Responses must have a global perspective and not differences within a country. For example, uniform would not be credited. <u>Key annotations used</u>: ✓ for each correct point given. ✗ for each incorrect point given.

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Question	Answer	Marks	Guidance
2(c)	**Describe <u>three</u> reasons why students join pro-school sub-cultures.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Socialisation – middle-class children often have a positive attitude towards school and education. They seek out other young people in school with similar norms and values; • They value educational achievement and strive to be successful in life – so they work hard to succeed, supporting students of a similar mindset through the joining of a pro-school sub-culture; • Peer pressure – a main reason to join any sub-culture is in order to conform to the peer group's norms and values. This may be a reason to join a pro-school sub-culture; • Gender – female peer groups are more likely to be pro-school than boys who still have the pressure to be masculine. Girls will support one another in their studies and positively sanction high achievement; • Ethnicity – those of the dominant ethnicity are more likely to be found in a pro-school sub-culture as for them the school curriculum will not be ethnocentric. Also, some ethnicities are more likely to be pro-school than others, largely due to parental aspirations and values, e.g. Archer's study of Chinese students; • To gain status – students earn peer/teacher/parental approval through academic awards and positive teacher relationships and this can help them to achieve a higher status;	**6**	PRO-SCHOOL SUB-CULTURE – a group of learners whose norms and values agree with those of the school. <u>Key annotations used</u>: ✔ for each correct point identified. ✘ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark, candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. Each correct point described or explained can only be credited with two marks, so answers are likely to be quite concise. However, a relevant description/ explanation does need to be clearly present in order for the second mark to be awarded.

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Question	Answer	Marks	Guidance
2(c)	• Positive labelling – teachers categorise certain students as 'bright' or 'ideal'. This causes students to view themselves as academically capable (self-fulfilling prophecy) and so join a pro-school sub-culture; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
2(d)	**Explain <u>three</u> Marxist views of education.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Ideology of the ruling class – this view explains why members of the lower social classes accept a system that offers them few opportunities to be successful in life. The capitalist value system is based on the idea that people should accept their social position and this is learnt from school; • Correspondence theory – Bowles and Gintis – school prepares working-class children for lower paid and lower skilled work, e.g. by the process of setting and streaming, knowing your place; • Meritocracy is a myth – this view illustrates the many reasons why working-class children may be disadvantaged in the education system, e.g. not being able to afford private tutors or to attend private schools; • Setting by ability – this view shows how setting by ability can disadvantage working-class children who are both culturally and materially deprived. Being placed into low sets reduces the chances of good educational achievements and therefore reduces life chances. The potential ability of working-class children is just not recognised; • Hidden curriculum – this view explains how working-class children are sub-consciously trained into passivity, socialised to defer to authority and to accept higher class hierarchies as 'fair and just';	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark, candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. Each correct point described or explained can only be credited with two marks, so answers are likely to be quite concise. However, a relevant description/ explanation does need to be clearly present in order for the second mark to be awarded.

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Question	Answer	Marks	Guidance
2(d)	• Private education – this view recognises that the type of school a child attends will affect the quality of education that s/he receives. Wealthy children may go to fee paying private schools which makes it easier for them to access the top universities and then well-paid employment; • Middle class advantage – Bourdieu uses the Marxist idea of 'capital' to illustrate how and why higher-class students find education easier and do better there – social, economic and cultural capital. This therefore recognises how non-school factors influence experiences of education and educational achievement, the middle class have an unfair advantage; • Any other reasonable response.		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr>
<td>2(e)</td>
<td>Discuss how single-sex schools benefit students.

Use Table A to mark answers to this question.

Possible responses:
• Confidence for girls – girls attending single-sex schools may become more confident in subjects that are more stereotypically seen as being for boys, e.g. STEM subjects. They will then achieve better in these subjects which will open several career opportunities for them;
• No distraction – children in single-sex schools can avoid the distractions of the other sex and so focus better upon their studies. They are likely to work harder in class and so achieve higher;
• Less male dominance for girls (feminism) – girls in single-sex schools may avoid some of the problems girls experience in co-educational schools such as boys getting more attention from teachers, using science equipment more or dominating classroom discussions;
• Avoiding misogyny (feminism) – single-sex schools allow girls to attend school safe in the knowledge that they will not be encountering sexual harassment or demeaning attitudes from males. It allows them to achieve what they are capable of free from the constraints of patriarchy and stereotypical gender expectations;
• Needs of one sex are prioritised – co-educational schools have to meet everyone's needs but in a single-sex school the attending sex can be the focus. This will result in an extra-curricular programme tailored to their needs and interests as well as 'life skills' lessons most suited to the issues pertinent to that sex. Education is thus more individualised;</td>
<td>8</td>
<td>Note: Please 'KU' concepts such as STEM, gender neutrality, extra-curricular, co-educational in this question as well as ensuring good examples are considered.

<u>Key annotations used</u>:

<table>
<tr><td>✓</td><td>for each correct point identified.</td></tr>
<tr><td>✗</td><td>for each incorrect point identified.</td></tr>
<tr><td>DEV</td><td>for full development of a point.</td></tr>
<tr><td>^</td><td>for partial development of a point.</td></tr>
<tr><td>KU</td><td>for correct use of sociological concepts/theories/studies.</td></tr>
<tr><td>EG</td><td>for when a relevant example is given to support a point.</td></tr>
</table>

Use Table A guidance plus metrics below:
To score into level 3 (7–8 marks) the candidate must make at least three good quality well developed points (DEVx3). Expect to see sociological concepts and/or theory in the answer. Consistency across all these features is essential to achieve full marks. For example, an answer with three well developed points, one of which is <u>not</u> explicitly conceptual/theoretical, cannot achieve more than 7 marks.</td>
</tr>
</table>

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Question	Answer	Marks	Guidance
2(e)	• Examination results – results for both girls and boys are significantly higher in a single sex-school than a co-educational school and they are more likely to achieve the higher/top grades as well. This can then contribute to better life chances through access to the top universities and training courses; • Any other reasonable response.		To score in **level 2 (4–6 marks)** the candidate must make a **minimum of two accurate sociological points**. Use of sociological concepts/theory and/or the quality and development of the points made will be the differentiator for marks within the level. At the **bottom of the level (4 marks)** expect to see **either** two accurate points that are at least partially developed (^^) **or** one good quality, well developed point (DEV) with at least one other undeveloped point. **Higher in the level (5–6 marks)** expect better development and range. For example, two developed points (DEVx2) and a partially developed point (^) would be likely to score **6 marks**. In **level 1 (1–3 marks)** points are likely to be simple, perhaps common-sense description with little sociological focus. Answers may also be short, perhaps just making one point. Candidates' answers will typically identify points but do nothing/little with them i.e. undeveloped points or list-like answers. Sociological evidence and concepts are likely to be lacking or to be inaccurate. For example, one good quality, well developed point (DEV) with a concept/theory will score at the **top of the level (3 marks)** whereas one undeveloped point will score **1 mark**. Do remember, candidates may address the question in different ways; there is no one required answer or approach. Also, don't just think about the number of concepts used in an answer to determine your mark – their quality and relevance to the specific question is essential here.

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Question	Answer	Marks	Guidance
2(f)	**Evaluate the view that ethnicity is the most important factor in explaining differences in educational achievement.** Use **Table B** to mark answers to this question. Possible responses for: • Institutional racism – schools, like other institutions, have been accused by some sociologists of being unconsciously racist in their everyday operations. The functioning and everyday practices of a school involves systems and expectations that lead to discrimination and prejudice against an ethnic group; • Ethnocentric curriculum – the culture of the dominant ethnic group is promoted as the most important one leaving minority ethnic children feeling devalued and of less importance. This can be seen particularly in the teaching of literature, history and religion in schools. Ethnic minority children lose interest in education as they don't see it as relevant to them and so they do not achieve well; • Role models – there are a lack of ethnic minority teachers and other staff seen in schools sending out the subliminal message that education is for the majority culture. This is particularly true at the top of the hierarchy where positions of power and status are typically held by the majority group. This lack of positive role modelling in schools might limit ethnic minority children's ambitions in life;	14	Key annotations used: ✓ for each correct 'for' point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/theories/studies. EG for when a relevant example is given to support a point. EVAL for each correct evaluation point identified. J for when an answer comes to a conclusion or judgement. Refer to **Table B** for guidance plus below: To score in **level 4 (12–14 marks)** expect to see a minimum of **six sociological points**. This must be **three points for and three points against** (or more). If this is not the case the answer cannot score in level 4. Both sides of the debate should be well developed and engage conceptually/theoretically with the question.

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Question	Answer	Marks	Guidance
2(f)	• Linguistic factors – minority ethnic groups may be taught in a language that is not their native language and is not the language used at home. In some cases, leaners' native languages are devalued and not allowed to be used at school e.g. patois or AAVE (Labov). Language therefore becomes a barrier to success. Conversely, bilingualism can be an advantage and a factor relevant to higher success levels; • Home/community factors – parental values and socialisation – Archer's study of Chinese students – the children were socialised to see education as the route to success and were told by parents to 'be the best'. These were important factors in explaining their success; • In-school factors – Sewell's study of Afro-Caribbean boys – they were opposed to the school's rules and were very aggressively masculine. They formed anti-school sub-cultures as a response to the perceived racism and racist teachers in school; • Labelling theory – teachers often make assumptions about learners from different ethnic groups by labelling them. This can lead to self-fulfilling prophecies which see the learners placed into low sets and streams. Some ethnic groups have high rates of exclusion as well which fuels the labels. This master status (Becker) then becomes difficult to escape from and so affects educational achievement; • Bilingualism – many ethnic minority students are bilingual and research indicates that this can often be an advantage in education, leading to greater examination success as well as better life chances; • Any other reasonable response.		To be awarded **full marks (14 marks)** an answer must have 3 good quality, well developed points for and against, a well-developed conclusion (J+DEV) and consistent use of sociological concepts/theory (typically 10+ KU's). **Lower in the level (12–13 marks)** an answer may have: DEVx5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEVx6 an answer may have less than 10 KU's. Alternatively, you may see a strong answer with a less developed conclusion (J rather than J+DEV). A level 4 answer with <u>no</u> conclusion can score a **maximum of 12 marks**. To score in **level 3 (8 -11 marks)** there must be a **two-sided debate** with a **minimum of 4 sociological points, all with some development**. Some accurate sociological concepts/theory will be seen in this level. Answers will contain both developed (DEV) and partially developed points (^). An answer that contains <u>no</u> developed points (DEV) <u>cannot</u> score in level 3. At the **bottom of the level (8 marks)** there is likely to be 1 conceptual/theoretical developed point (DEV) plus at least 3 partially developed points (^x3). It is likely that there will be more points than this higher in the level **(9–10 marks)**, including more developed points (DEVs) and more concepts/theory (KU). At the **top of the level (11 marks)** an answer would typically have 5 conceptual/theoretical developed points (DEVx5) covering both sides of the debate **or** perhaps four developed points (DEVx4) and one or more partially developed points (^ minimum). A very unbalanced debate (e.g. 1 point for and 3 against) will <u>not</u> score at the top of the level, however strong development and conceptuality may be. *A one-sided answer, however good, can score a **maximum of 6 marks** (level 2).*

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Question	Answer	Marks	Guidance
2(f)	Possible responses against: • Specific ethnic group – to say ethnicity is the most important factor is misleading as ethnic groups differ in their attitudes towards education and the results they leave with. Some groups do particularly well at school on average (e.g. Indian, Chinese) whereas others do not (e.g. Bangladeshi, Roma) implying that cultural factors must be relevant i.e. parental support for and engagement with the school; • Gender – many sociologists (feminists) believe gender is the biggest factor affecting achievement as girls typically do significantly better than boys. Pressures to be masculine and to engage in laddish behaviour can all negatively affect the performance of boys; • Social class – many sociologists (Marxists) believe that a lack of material wealth is the main reason to explain differences in educational achievement. It determines the school and the area that school is in as well as determining whether private tutors and revision courses/resources can be bought to aid results. It also affects housing e.g. space (i.e. shared or private study space), quality (i.e. damp, poor heating) etc.; • Intersectionality – it would be wrong to select one social factor and claim that it is the reason for under/over-achievement in education as in reality social factors work together to advantage or disadvantage young people. The experiences and outcomes at school of a Hispanic female compared to a Hispanic male, for example, will not be the same;		A **level 2 answer (4–7 marks)** is **either** a one-sided response (remember these can also fall into level 1) **or** a response with partially developed points (^^s) on both sides of the debate. They may be characterised by less, or even no sociological concepts/theory. At the **bottom of the level (4 marks)** there needs to be **a minimum of 2 points with some development (^^ minimum)**. At the **top of the level (6-7 marks)** there may be 1 developed point (DEV) and 2 partially developed points (^x2) or there may be 4 partially developed points (^x4) covering both sides of the debate. A **level 1 answer (1–3 marks)** is likely to be short and/or largely common sense. It is unlikely to be a two-sided response and may be undeveloped and list-like. Alternatively, it might be a simple undeveloped point for and a simple undeveloped point against (this would typically score **2 marks**). An answer that contains only one partially developed point (^), however many undeveloped points, can only score in this level.

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Question	Answer	Marks	Guidance
2(f)	• Links to social class – many sociologists recognise that in many minority ethnic groups many are also in the working class. This means they will suffer from material disadvantage more than the majority ethnic group. This is particularly true for recent immigrants. But is it ethnicity, social class or a mixture of the two that helps us to explain their achievements in school? • Any other reasonable response.		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>3(a)(i)</td><td>Define the term relative deprivation.

Award one mark for a partial definition, e.g. being disadvantaged.

Award two marks for a clear definition, e.g. feeling disadvantaged in comparison to others in your society.</td><td>2</td><td rowspan="2"><u>Key annotations used:</u>

<table><tr><td>✓</td><td>When a correct definitional element or example is used. A maximum of two TICKS per answer.</td></tr><tr><td>✗</td><td>When an incorrect definition or example is given.</td></tr></table>
An answer scoring two marks will be full definition. It will be clear and contain two creditable elements. One of these elements may be a relevant example.
An answer scoring one mark will be a partial definition. This may be:
• an answer with one creditable definitional element
• a relevant example with no creditable definitional element
• an answer that shows some understanding but has some vagueness or confusion.</td></tr>
<tr><td>3(a)(ii)</td><td>Define the term corporal punishment

Award one mark for a partial definition, e.g. physical pain.

Award two marks for a clear definition, e.g. physical harm inflicted on an offender as punishment, for example by whipping them.</td><td>2</td></tr>
<tr><td>3(b)</td><td>Give <u>two</u> examples of green crime

Award one mark for each correct example (up to a maximum of two).

Possible responses:
• Crimes against the environment
• Illegal poaching of animals
• Dumping of toxic waste
• Illegal logging
• Trading protected animals
• Pollution
• Failure to recycle
• Littering
• Deforestation
• Any other reasonable response.</td><td>2</td><td>NB: green crime may be defined as an illegal act that harms the environment OR as an act that harms the environment. Please credit both. (Transgressive criminology redefines crime around the concept of "social harm" rather than strictly illegal acts)

<u>Key annotations used</u>:

<table><tr><td>✓</td><td>for each correct point given.</td></tr><tr><td>✗</td><td>for each incorrect point given.</td></tr></table></td></tr>
</table>

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Question	Answer	Marks	Guidance
3(c)	**Describe <u>three</u> features of a moral panic** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Exaggeration – the behaviour of the labelled group is reported as being worse than it is, using exaggerated language and shocking images e.g. a small fight is reported as a 'riot'; • Prediction – the media claim that the deviance will happen again and will be much worse unless strong action is taken by the formal agents; • Folk devils – Cohen argued the media label certain groups or individuals, turning them into folk devils i.e. people to be feared; • Symbolisation – the media show how folk devils can be recognised in society, for example by their clothing or appearance. The 'Rockers', for example, were symbolised through their leather jackets; • Creation of stereotypes – the exaggerated reporting and the creation of folk devils means that stereotypes are created of certain social groups whereby all members of that group are thought to have the same characteristics and are thus thought of badly e.g. Islamophobia; • Binary opposition – the folk devils in the moral panic are reported as being completely different to the rest of society; • Feelings of outrage in the public – lead to a cry for tough action to be taken against the folk devil;	**6**	This question is **not** asking for examples of moral panics. It requires candidates to focus on what makes something a moral panic. Examples should only therefore be credited if they are supporting these features through their description. <u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark, candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. Each correct point described or explained can only be credited with two marks, so answers are likely to be quite concise. However, a relevant description/ explanation does need to be clearly present in order for the second mark to be awarded.

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Question	Answer	Marks	Guidance
3(c)	• Media – moral panics are created through media coverage and involvement, ensuring the message reaches a large audience quickly; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
3(d)	**Explain <u>three</u> reasons why old people have low rates of criminality.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Police targeting – old people do not fit the stereotype of the 'typical criminal' (Cicourel) and so are not subject to police targeting. This may mean they commit more crime than the crime statistics show; • Lack of opportunity – as old people are unlikely to be at work, they have little or no opportunity of committing work-based crimes, e.g. corporate/white-collar; • Status – old people have typically achieved what they wanted through life and are not in search of status or thrills, unlike some of the younger generation (postmodernism). Thus, the committing of expressive crime is unlikely; • Cybercrimes – old people are sometimes referred to as 'digital dinosaurs' therefore they are not proficient with digital technology and so will not have the skills necessary for committing cybercrime; • Physical health – old people may be incapacitated through poor health which restricts their opportunities for committing crime, e.g. burglaries and robberies would prove difficult; • Pensions/support – old people should not need to commit crime for economic reasons as they have an income from their pension that supports them or they are financially supported by their families in certain cultures, e.g. Chinese culture;	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark, candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. Each correct point described or explained can only be credited with two marks, so answers are likely to be quite concise. However, a relevant description/ explanation does need to be clearly present in order for the second mark to be awarded.

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Question	Answer	Marks	Guidance
3(d)	• Social control – many old people now reside in care homes or family homes. Both of these options means that their freedoms and movements are monitored and supervised and thus they do not have the chance or opportunity to commit crime; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
3(e)	**Discuss how formal agencies of social control can prevent crime.** Use **Table A** to mark answers to this question. Possible responses: • Police – visible police presence plus the powers of arrest and stop and search ensure that crime is prevented, e.g. military policing; • Courts – the courts will weigh up the evidence against a person and decide if they are guilty of the charges brought against them. A suitable punishment to prevent crime, often acting as a deterrent, will then be imposed; • Government – they have to ensure law and order and have power over all the other formal agents to do this. As well as making the laws they pay and instruct the other agents, e.g. in times of public rioting the government may instruct the police to arrest more individuals and instruct the courts to sentence hard – all to try and prevent crime. They act as a 'warning function' and help in achieving social conformity (functionalism); • Prison – this acts as deterrent to crime for many people (loss of liberty etc.) but also prevents crime through incapacitation – if a person is locked up then they cannot commit crime; • Prison – the rehabilitation programmes found in the prison service are direct measures intended to prevent future re-offending, e.g. treating addiction issues will prevent further crime;	**8**	Only formal agents of social control can be credited here. In order to secure credit for a fully developed response (DEV) candidates must link an aspect of a formal agent of social control to the key idea in the question of *preventing crime*. <u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/theories/studies. EG for when a relevant example is given to support a point. Use **Table A** guidance plus metrics below: To score into **level 3 (7–8 marks)** the candidate **must make at least three good quality well developed points (DEVx3).** Expect to see sociological concepts and/or theory in the answer. Consistency across all these features is essential to achieve full marks. For example, an answer with three well developed points, one of which is <u>not</u> explicitly conceptual/theoretical, cannot achieve more than 7 marks.

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Question	Answer	Marks	Guidance
3(e)	• Range of punishments courts/police/government – societies now have a vast range of punishments to choose from in order to best prevent crime for the individual and the situation. This can be within an institution but can also be rehabilitative, financial penalties or community based; • Surveillance (police/government/prison) – Cohen said surveillance has increased dramatically in society and is now everywhere. This means crimes are easier to detect and thus prevent as well as people regulating their own behaviours because of the fear of being caught on camera; • Armed forces – the government may use the armed forces to prevent crime in situations where the police are unable to cope, e.g. riots, or in repressive state-run regimes. The armed forces may be able to use physical force, weaponry, tear gas and water cannons, for example; • Social services – social services can intervene in situations in an attempt to prevent crime, e.g. they can remove children from families in order to prevent abuse, neglect or deprivation; • Marxism – formal social control ensures that individuals conform to social expectations most of the time. Rebellion is quickly supressed and so crime is prevented, e.g. during riots, protests etc. (Althusser – repressive state apparatus); • Any other reasonable response.		To score in **level 2 (4–6 marks)** the candidate must make a **minimum of two accurate sociological points**. Use of sociological concepts/theory and/or the quality and development of the points made will be the differentiator for marks within the level. At the **bottom of the level (4 marks)** expect to see **either** two accurate points that are at least partially developed (^^) **or** one good quality, well developed point (DEV) with at least one other undeveloped point. **Higher in the level (5–6 marks)** expect better development and range. For example, two developed points (DEVx2) and a partially developed point (^) would be likely to score **6 marks**. In **level 1 (1–3 marks)** points are likely to be simple, perhaps common-sense description with little sociological focus. Answers may also be short, perhaps just making one point. Candidates' answers will typically identify points but do nothing/little with them i.e. undeveloped points or list-like answers. Sociological evidence and concepts are likely to be lacking or to be inaccurate. For example, one good quality, well developed point (DEV) with a concept/theory will score at the **top of the level (3 marks)** whereas one undeveloped point will score **1 mark**. Do remember, candidates may address the question in different ways; there is no one required answer or approach. Also, don't just think about the number of concepts used in an answer to determine your mark – their quality and relevance to the specific question is essential here.

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Question	Answer	Marks	Guidance
3(f)	**Evaluate the view that subculturalism is the best explanation for crime.** Use **Table B** to mark answers to this question. Possible responses for: • Collective deviance – these theories offered valid explanations for the amount of deviance committed in groups and considered and explained the idea that a lot of crime is not for economic gain but is expressive; • Young people – these theories really focused on the crimes committed by young people and so helped to explain this clear trend in the official crime statistics, e.g. the age-crime curve; • Gang crime – this theory considers how alternative sets of norms and values may become established for a group of people, gangs being one such example. Gang members are thus socialised into the new gang culture – particularly true for deprived and marginalised youth; • Cohen – status frustration – all young males want status but working-class boys, failing at school are unable to achieve this through the legitimate route of gaining qualifications. So, they look for alternative sources of status e.g. by adopting deviant behaviours and values they may gain respect from some of their peers; • Cloward and Ohlin – illegitimate opportunity structure – this theory aimed to explain why in some areas (inner-city, deprived communities) crime occurred so frequently and the cycle wasn't broken. Successful criminal role models were found here along with a career structure for aspiring criminals (e.g. Vankatesh's study of Chicago gangs);	**14**	Note: **Strain theory (Merton)** can be credited for either side of the debate depending on how candidates use it. Note: In evaluation, candidates may directly criticise subcultural explanations for crime or provide other explanations for crime that are seen to be better. Either way is fine to credit. Note: Age, social class, gender, ethnicity may all be used as points of evaluation, e.g. they are better explanations for crime than subculturalism, as well as alternative theoretical approaches, e.g. Marxism. <u>Key annotations used</u>: ✓ for each correct 'for' point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/theories/studies. EG for when a relevant example is given to support a point. EVAL for each correct evaluation point identified. J for when an answer comes to a conclusion or judgement.

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Question	Answer	Marks	Guidance
3(f)	• Cloward and Ohlin – different reactions – said there were three sub-cultural responses to a lack of legitimate success in society and thus recognised that situations were different e.g. criminal, conflict and retreatist sub-cultures; • Miller – focal concerns – young working-class boys had their own sub-culture that was markedly different to middle class youths. The values of this working-class sub-culture could lead young people into deviance e.g. excitement, smartness, toughness etc.; • Neo-Marxism – CCCS – resistance – this subcultural explanation for crime focuses on youth sub-cultures and how youths may form a collective identity of resistance, expressed through criminal behaviour, to resist wider societal norms and values, e.g. skinheads and racist violence; • Any other reasonable response. Possible responses against: • Outdated and irrelevant – subculturalist theories are from the 1950's and 1960's in the USA and thus may not be relevant today or apply to other countries e.g. the types of sub-cultures identified by Cloward and Ohlin were not seen in other cultures and do not take account of the digital world so not relevant for youths today; • Miller and the working-class sub-culture – this explanation fails to take account of the fact that one holistic working-class sub-culture just does not exist. There are many variations and they don't all share the same 'focal concerns' that he suggested; • Feminism – invisible girls – subculturalism tended to focus on male criminality so is criticised by feminists for ignoring girls and their reasons for criminality (a malestream theory);		Refer to **Table B** for guidance plus below: To score in **level 4 (12–14 marks)** expect to see a minimum of **six sociological points**. This must be **three points for and three points against** (or more). If this is not the case the answer cannot score in level 4. Both sides of the debate should be well developed and engage conceptually/theoretically with the question. To be awarded **full marks (14 marks)** an answer must have 3 good quality, well developed points for and against, a well-developed conclusion (J+DEV) and consistent use of sociological concepts/theory (typically 10+ KU's). **Lower in the level (12–13 marks)** an answer may have: DEVx5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEVx6 an answer may have less than 10 KU's. Alternatively, you may see a strong answer with a less developed conclusion (J rather than J+DEV). A level 4 answer with no conclusion can score a **maximum of 12 marks**. To score in **level 3 (8–11 marks)** there must be a **two-sided debate** with a **minimum of 4 sociological points, all with some development**. Some accurate sociological concepts/theory will be seen in this level. Answers will contain both developed (DEV) and partially developed points (^). An answer that contains no developed points (DEV) cannot score in level 3. At the **bottom of the level (8 marks)** there is likely to be 1 conceptual/theoretical developed point (DEV) plus at least 3 partially developed points (^x3). It is likely that there will be more points than this higher in the level **(9-10 marks)**, including more developed points (DEVs) and more concepts/theory (KU).

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Question	Answer	Marks	Guidance
3(f)	• Marxism – invisible crime – subculturalism says that crimes are committed by young people, largely for status. This does not explain corporate and white-collar crimes committed by higher class adults; • Marxism – their fundamental belief is that instrumental crime is caused by social inequalities, poverty and relative deprivation. This would explain the OCS patterns and trends of working-class criminality; • Ordinary youth – subculturalism fails to explain social conformity in young people and the fact that most of them do not engage in criminal behaviour. The majority of young working-class males are law abiding; • Labelling theory – Interactionists such as Becker would say that police stereotypes of the 'typical criminal' (Cicourel) lead to police targeting and high stop and search rates of certain individuals. The deviancy amplification caused by this is the key reason for crime; • Postmodernism – age – the work of Lyng and Katz demonstrates how much youth crime is not committed because of a set of deviant norms and values but because of the 'buzz' and 'thrill seeking' nature of crime. Postmodernists therefore discuss how youth crime and deviance is largely for fun and is therefore classless; • Any other reasonable response.		At the **top of the level (11 marks)** an answer would typically have 5 conceptual/theoretical developed points (DEVx5) covering both sides of the debate **or** perhaps four developed points (DEVx4) and one or more partially developed points (^ minimum). A very unbalanced debate (e.g. 1 point for and 3 against) will not score at the top of the level, however strong development and conceptuality may be. *A one-sided answer, however good, can score a **maximum of 6 marks** (level 2).* A **level 2 answer (4–7 marks)** is **either** a one-sided response (remember these can also fall into level 1) **or** a response with partially developed points (^^s) on both sides of the debate. They may be characterised by less, or even no sociological concepts/theory. At the **bottom of the level (4 marks)** there needs to be **a minimum of 2 points with some development (^^ minimum)**. At the **top of the level (6-7 marks)** there may be 1 developed point (DEV) and 2 partially developed points (^x2) or there may be 4 partially developed points (^x4) covering both sides of the debate. A **level 1 answer (1–3 marks)** is likely to be short and/or largely common sense. It is unlikely to be a two-sided response and may be undeveloped and list-like. Alternatively, it might be a simple undeveloped point for and a simple undeveloped point against (this would typically score **2 marks**). An answer that contains only one partially developed point (^), however many undeveloped points, can only score in this level.

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