CAMBRIDGE
International Education

Cambridge IGCSE™

SOCIOLOGY **0495/21**

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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	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 marriage.

Award one mark for a partial definition, e.g. Joining two people together.

Award two marks for a clear definition, e.g. The formal joining of people in a personal relationship, establishing rights, responsibilities and obligations between them.</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 sandwich generation.

Award one mark for a partial definition, e.g. in-between parents and children.

Award two marks for a clear definition, e.g. Middle aged adults, typically female, who care for their ageing parents, as well as for their children.</td><td>2</td></tr>
<tr><td>1(b)</td><td>State <u>two</u> alternatives to the family.

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

Possible responses:
• Single-person households
• Shared households
• Commune
• Friends as family (friends per se ok to credit)
• Any Any other reasonable response.</td><td>2</td><td>Do not credit alternatives to marriage e.g. cohabitation.

<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 people may choose to live in a childless family.** 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: • Financial – people are aware of the high cost of having children in modern societies and so choose to not have this financial outlay; • Freedom – not having children gives the couple greater freedom to pursue their own dreams and ambitions with few constraints; • Career – feminists claim that having children is damaging to a woman's career prospects therefore the choice not to have children may mean that a woman's career flourishes and she achieves high levels of success and status; • Ethics/morals – many people are less optimistic about the future world that children will grow up in, e.g. environmental damage, so they choose to not have children for ethical and moral reasons; • Individualism – postmodernists claim that society and identity today is characterised by free choice. Therefore, by not having children couples are exercising their individual choice to decide what family living arrangement best suits their needs without the worry of societal pressure, stigma or judgement; • Social acceptance – societal norms and values are changing and consequently childless families are no longer stigmatised, thus making them a more popular and more 'doable' choice;	**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)	• Inability to conceive naturally – some people may choose to be childless rather than to adopt/foster or use IVF treatments. Many people do not want the pressure and responsibility of taking on potentially 'damaged' and difficult children and/or cannot afford the IVF route – childless families therefore emerge; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
1(d)	**Explain <u>three</u> ways industrialisation has changed the family.** 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: • People moved to the cities – rural life saw all family members working together, often in agriculture whereas during industrialisation the split between work and home became more pronounced and children began to go to school rather than work alongside the family. Clear family roles emerged; • Change from extended to nuclear family – families before industrialisation were characterised by mutual support networks and often lived together with large numbers of family members. This was not possible during industrialisation and thus a new form of family emerged that was more compact and more easily transported; • Reduction in family size – a small family size was needed to move to the city and, when there, houses were small meaning that a small family size became the norm (best fit thesis – functionalism) • Privatisation of the family – the husband-wife bond became the main family bond as wider kin and community bonds weakened; • Creation of the housewife role – with the man going out to work to earn a wage from his employer so women had to support the domestic sphere of the family – housework, cooking, emotional work etc.;	**6**	INDUSTRIALISATION – when societies changed from being mainly rural to being mainly urban and with more people working in industries. Responses are likely to be quite diverse as industrialisation has occurred and been experienced very differently in different societies and cultures. Please be aware of this when marking. <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)	• Dual worker families – cost of living was high and so both males and females had to have paid employment in order to survive; • Loss of functions – functions once performed by the family, e.g. healthcare and education were taken over by other institutions; • 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>1(e)</td><td>Discuss how grandparents can have a negative impact on family life.

Use Table A to mark answers to this question.

Possible responses:
• Financial costs – grandparents with no income or only a small pension may need financial help and assistance from their family which may cause financial difficulties and stresses;
• Generation gap – grandparents have been brought up in a different era therefore there may be conflicts within families about socialisation, social control, issues of identity etc.;
• Sandwich generation – women may find themselves having to care for both their children and their elderly parents and this puts them under enormous stress and strain;
• Care needs – grandparents may have failing health meaning that family members may have to look after and support them. This can be time consuming and emotionally difficult. In some societies the cost of this falls to the family and not the state;
• Reconstituted families – grandparents may be divorced and remarried. As they start new families so this may lead to conflict and tension with their ‘original’ family members over things such as money, time, love, attention etc.;
• Accommodation – grandparents may move in with their children to form a vertically extended family which may lead to issues of over-crowding and a disruption to the privatised nuclear family;
• Any other reasonable response.</td><td>8</td><td>Key annotations used:

<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 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.</td></tr>
</table>

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Question	Answer	Marks	Guidance
1(e)			**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 functionalist view that the family is a 'warm bath' for its members.** Use **Table B** to mark answers to this question. Possible responses for: • Industrialisation – the family became a place where male workers had a place in which to recover from the stresses and dangers of working in factories and mines – functionalism – soothing away the pressures of the day at work; • Male wage earner – the working day was onerous and stressful so to ensure that the male workers were able to go to work the next day to receive the all-essential wage (and so maintain capitalism) the family as a 'warm bath' became a necessity; • Women as housewives – women took on this new role as nurturer, domestic worker and provider of emotional comfort to the worker – reviving the husband ready for the next day; • Nuclear family – the best type of family to meet the emotional and economic needs of all family members due to the 'natural' segregated gender roles that then made it feel like a 'warm bath' for the members; • Nuclear family – Parsons – the only institution to perform the two irreducible functions of primary socialisation and stabilisation of adult personalities. The 'warm bath' of the family allowed adults to feel secure, wanted, loved and to be fit and able to work; • Marxism – the 'warm bath' of the family is essential to support capitalism. The bourgeoisie need a fit and healthy workforce in order for the workplace to be productive and for this to happen there had to be comfort at home in order to compensate for the alienation and stresses of domestic drudgery; • Any other reasonable response.	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. 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).

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Question	Answer	Marks	Guidance
1(f)	Possible responses against: • Dysfunctional families – Leach – the 'cereal packet' perfect image of the 'warm bath' family dominated the media but in fact it placed intense pressure on family members and was an ideal that was impossible to meet; • Exploitation of family members – Marxism – the family is not a 'warm bath' but instead a tool of the bourgeoisie, allowing them to pay low wages to the workers in the knowledge that because of family life the male breadwinner had no choice but to return to work the next day to earn a wage; • Unit of consumption – Marxism – the family is not a 'warm bath' but rather a place where family members want to buy and consume goods, pressured by the expanding advertising industry. Family life is thus filled with stress and pressures to be able to afford these material items; • Ideological control – Marxism – the family is not a 'warm bath' but a place where capitalism is normalised. Members of families 'learn their place' in the hierarchy and realise that resistance is futile; • Patriarchy – feminism – the family is certainly not a 'warm bath' for women who are subjected to the inequalities of patriarchy and who learn to occupy a subservient role in family life; • Domestic division of labour – feminism – women in the family do not feel like it is a 'warm bath' as they perform the dual burden (Oakley), triple shift or form the pivot generation. This is highly stressful for them and not a source of pleasure or comfort; • The anti-social family – Barrett and McIntosh – nuclear family life is often not a source of comfort and love but instead a place of anger, frustrations and loneliness – far from a 'warm bath';		**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). 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.

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Question	Answer	Marks	Guidance
1(f)	• Domestic abuse – feminism – many feminists discuss issues with domestic abuse and family life, meaning that for the victims the family is clearly not a safe haven or a 'warm bath', e.g. Dobash and Dobash's study is a good example of this; • Any other reasonable response.		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 social mobility.

Award one mark for a partial definition, e.g. Getting a promotion.

Award two marks for a clear definition, e.g. The movement of individuals or groups up or down the social ladder.</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>2(a)(ii)</td><td>Define the term ethnocentric curriculum.

Award one mark for a partial definition, e.g. Being made to speak English.

Award two marks for a clear definition, e.g. The belief that people, customs and traditions of the dominant group in society are better than others, often found in the subjects studied in education.</td><td>2</td></tr>
</table>

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Question	Answer	Marks	Guidance
2(b)	**Give <u>two</u> examples of hierarchy in schools.** Award **one** mark for each correct example (up to a maximum of **two**). Possible responses: • Students learn their place and the norms that go with their subordinate role; • Teacher is in control and makes the decisions; • Classroom layout with teacher at front, students seated in rows; • Students all looking at teacher, teacher can see them all; • Students are powerless; • Students are punished if they don't conform; • Older students have higher status than younger students; • Head teacher at top, then teachers, then other staff, then students; • Boys have more status than girls in some schools; • Any other reasonable response.	**2**	<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 some students do <u>not</u> conform to school rules.** 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: • Labelling theory – Becker's theory describes there being an 'ideal pupil' in teacher's minds. Teachers have different expectations of different social groups and this may lead them to label and treat students differently. If this results in a self-fulfilling prophecy then some students will not conform to the school rules; • Resistance – Neo-Marxists (e.g. CCCS) talk about resistance as a factor to explain why some students do not conform to school rules. This may be resistance to racism, capitalism, patriarchy etc. Non-conformity is a clear way for a powerless group to show disagreement with the system; • Ethnocentric curriculum – the education system may be seen as institutionally racist. It is argued that the curriculum is centred around the needs of the majority culture and therefore neglects the needs of minority groups. Not conforming to school rules is sometimes therefore seen, e.g. anti-school sub-cultures; • Middle-class culture of education – Marxists argue that this makes working-class children feel out of place in education as their way of life and the way they speak is not valued. It is not surprising that some working-class children rebel and do not conform to school rules;	**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(c)	• Socialisation – students that have not been socialised to value education are unlikely to see it as important. This means they are likely to disregard the rules, seeing them as irrelevant, and so 'play up', not focus, not complete work – in other words to not conform; • Peer pressure – students are influenced by their peer group and may imitate the non-conformist behaviour and attitudes of their peer role models by not abiding by the school rules; • Any other reasonable response.		

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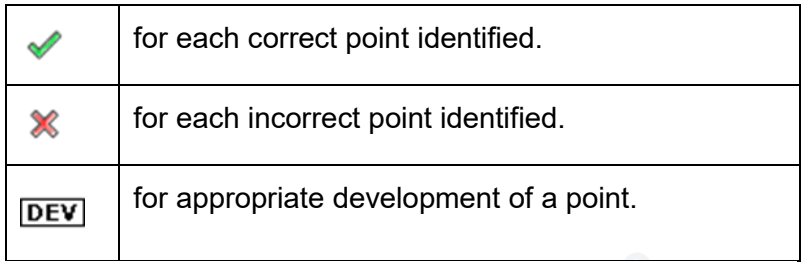
Question	Answer	Marks	Guidance
2(d)	**Explain <u>three</u> reasons why online learning is effective.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Flexible approach – online learning can meet the needs of students better than any other kind of learning e.g. in terms of access, length of commitment, working hours, portability, location etc.; • Distance education – learners work in their own home following a course designed by educationalists, e.g. the Open University. This involves the use of online platforms and other learning tools and means learners can be anywhere in the world as well as being able to continue in their 'day jobs'; • Free courses – much online learning is free and this increases equity of access for students who might, for example, be put off continuing with their learning because of the high fees of university. Several groups of universities now offer free online courses called MOOCS which embrace interactivity at the heart of the learning process; • Hybrid learning – online learning allows for a combination of different approaches to education as it can easily be embedded in other forms, e.g. students attend a small number of classes/lectures and then complete the rest of their learning through online platforms and resources;	**6**	Note: The question asks about online learning, not homeschooling. Whilst there is of course some crossover please be careful not to over-reward. There needs to be focus on the online aspect for the DEV. <u>Key annotations used</u>:  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)	• Covid-19 pandemic – online learning really came to the forefront during the Covid-19 pandemic when it became an essential tool for people to continue gaining an education. Lessons could be delivered online in interactive classrooms and tasks and resources uploaded to complement this through independent study. No other form of studying would have worked so effectively during this time of crisis; • Removal of school-based issues – online learning ensures that students who struggle being in a physical learning environment can still gain a good quality education, e.g. issues of bullying, disability, transport issues/costs, caring responsibilities etc.; • Style of learning – young people, the majority of students, are active participants in the online world and most of their communications are carried out this way. Therefore, to create a style of learning that mimics their leisure time patterns and habits is likely to appeal more to them and thus be more successful; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
2(e)	**Discuss how linguistic factors can negatively impact a student's experience of education.** Use **Table A** to mark answers to this question. Possible responses: • Restricted and elaborated code – Bernstein – because of their exposure to different types of language, working-class students were unfamiliar with using the elaborated code, the essential language of education and assessment. This put them at a disadvantage to higher class learners in terms of educational achievement; • Teacher expectations – using the restricted code in an educational setting might lead to teachers making presumptions about the academic ability of a student which could affect their interactions and factors such as setting – the 'ideal pupil' used elaborated code; • Non-native language – children from minority ethnic groups may be taught in a language that is not their native language, particularly true of lower-income countries where schools use the language of former colonial countries. The learners will speak a different language at home to that of school so they may find it difficult to understand subjects taught in the host language; • De-valuing of some languages – in some cases learners' native languages are devalued and seen as inappropriate at school, this can demotivate student's and so impact negatively on their learning, e.g. AAVE; • Resources – schools may not have support assistants who speak the native language of all the students or resources that have been translated into that language. Recent immigrants to a country will thus find accessing the curriculum difficult, e.g. Ukrainian/Syrian refugees;	**8**	Note: If the candidate talks about discrimination but doesn't specify a social factor i.e. it is a generic point, do not over-credit. Key annotations used: ✓ 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 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.

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Question	Answer	Marks	Guidance
2(e)	• Discrimination – students may be discriminated against by teachers because they cannot speak the host nation's language properly or by their peers who they are unable to socialise with – this may lead to bullying and social exclusion; • Any other reasonable response.		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 schools which select students based on ability are the best type of school.** Use **Table B** to mark answers to this question. Possible responses for: • Higher standards – selecting by ability ensures that the brightest students are challenged and pushed to be their best as they do not have to work at the same speed as learners who need more support; • Learning culture – selective schools typically have a higher proportion of learners who are focused on studying and achieving highly. Pro-school sub-cultures flourish and there is no stigma in working hard – particularly beneficial to boys; • Role allocation – selective schools support this functionalist principle by ensuring the right people end up in the right jobs. Learners with the most academic potential are facilitated in their success which benefits both the individual and society; • Meritocracy – selective education is a fair system because it rewards academic ability through entrance exams. This encourages equality of opportunity rather than preventing it as this principle applies to marginalised groups as well as the upper-class elite; • Bursaries and sponsorship – lack of money does not prevent the brightest children from accessing the private sector when selection is based on ability. Many initiatives exist within the compensatory education system to ensure that everyone is able to achieve the best education if they are bright enough. This opens up opportunities and can increase life chances;	**14**	Note: please account for localised contexts and examples when marking this question and do duly credit. Note: candidates may talk generally about selective and non-selective schooling or may focus on specific types of schools to illustrate their points. Either way is fine to credit. Note: candidates may use different types of schools on both/either the 'for' or 'against' side of the debate, e.g. international schools. As long as the point made by the candidate is valid then please accept. <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
2(f)	• Social mobility – many learners use education as a vehicle for social mobility. Less wealthy groups of students find that the opportunities they encounter in the private sector puts them on a level playing field with the elite and therefore allows them to compete on an equal footing when otherwise this would not be possible. Opportunities have been increased, not prevented; • Private schools – students do not all study the same national curriculum subjects e.g. a lot of private schools offer the IB rather than A Levels in the sixth form. Similarly, private schools may offer more elite subjects such as Latin or Art History that non-selective schools cannot offer. This increases cultural capital and facilitates access to the best universities; • Grammar schools – these schools select by ability through the 11+ examination and examination results are typically far better than in the non-selective sector. Better results in school tend to translate to better jobs in society, regardless of the financial or cultural position of the student; • Any other reasonable response. Possible responses against: • Equality of opportunity – non-selective schools allow equal opportunities for all students. All learners are taught the same subjects and have the same chances of being successful which makes such schools better; • Community spirit – non-selective schools tend to be less about competition and more about collaboration, fostering a strong community spirit and encouraging compassion for others. These morals and beliefs make such schools the best;		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 <u>not</u> the case the answer <u>cannot</u> 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 <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).

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Question	Answer	Marks	Guidance
2(f)	• Comprehensive schools – this type of school prides itself in creating social cohesion through bringing children from a local area together for their education. Social inequalities are removed and education becomes a fairer system for all; • Late developers – entrance examinations for selective schools typically take place aged 11 or even younger. Places in selective schools are determined by these test scores. However, for a lot of learners, their skills and abilities develop as they grow older but they have no opportunities to be selected at this later age. This is unfair and prevents equality of opportunity; • Confidence and motivation – being knocked back at a young age after failing to pass an entrance examination can severely damage a young person's confidence. They may then lose motivation in academia and not fulfil their potential. Being rejected at this young age by the selective school can damage a child's emotional and mental health meaning non-selective schools must be better; • Material factors – some parents can afford to hire private tutors to prepare their children for entrance examinations to selective schools. This gives wealthier children an unfair advantage and may mean that selective schools admit more middle-class children which can reinforce social class divisions in local communities and in society more widely; • Resources and facilities – selective schools are funded through parental fees which typically cost a lot of money. This buys certain privileges for the students that attend such schools. For example, small class sizes, top of the range equipment, specialist resources, extensive digital technology etc. All of these factors mean better results for the private school sector which is unfair;		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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Question	Answer	Marks	Guidance
2(f)	• Social divisions – selective schools create a division between social groups and create a sense of elitism. Learners who go to selective schools are likely to get the top positions in society whereas learners in non-selective education may have more limited opportunities; • Other routes to success – selective education is not the only route to success in society and therefore this system cannot be the best for all students. For example, vocationalism is leading to much work-place based success and other types of schooling (e.g. online, progressive) may allow students to find the best route to success for themselves; • 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 relativity of crime.

Award one mark for a partial definition, e.g. Crime definitions change.

Award two marks for a clear definition, e.g. Definitions of crime differ depending on culture, era, role and situation/context.</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>3(a)(ii)</td><td>Define the term prejudice.

Award one mark for a partial definition, e.g. Being racist/discriminating against someone.

Award two marks for a clear definition, e.g. An unfair and unjustified opinion about a group of people that is often based on stereotypes.</td><td>2</td></tr>
<tr><td>3(b)</td><td>State <u>two</u> ways the family can prevent an individual from committing crime.

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

Possible responses:
• Socialisation;
• Social control;
• Enforcing rules;
• Negative sanctions e.g. grounding;
• Positive sanctions e.g. praise;
• Role models;
• Imitation;
• Any other reasonable response.</td><td>2</td><td>Key annotations used:

<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> ways surveillance prevents crime.** 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: • Targeting suspects – surveillance can be used to focus on individuals or groups who are suspected of being involved in crime and so limit and prevent their offending; • Widespread nature – in today's media saturated world surveillance is widespread meaning individuals and groups are almost continuously being watched. This 'big brother' process prevents crime as CCTV acts as a deterrence; • Security guards/firms – hiring staff to patrol and keep watch on a business/home prevents crime as the security staff can apprehend criminals 'in the act', deter them from targeting that property and/or use weapons or force to incapacitate the criminal; • Computer surveillance – monitoring websites visited and emails sent and received allows the authorities to investigate criminal behaviour. Suspects can be arrested and crime thus prevented; • Telephone surveillance – phone calls can be monitored to track down and prevent crimes e.g. phone tapping by governments, the military, the police etc.; • Aerial surveillance – helicopters, satellites and drones are all used both for deterring criminal behaviour as well as tracking down suspected criminals, finding victims etc.;	**6**	Note: To achieve the second mark in each point the candidate must be focusing on the prevention of crime, e.g. deterrence. Note: Surveillance is likely to be very different in different local contexts. Please be mindful of this when marking and duly credit relevant localised examples. <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)	• Social media/the internet – usage can be tracked/monitored and the knowledge of this will a) prevent people from committing crime and b) allow authorities to catch and deal with criminals; • Electronic tagging – people/animals/goods can all be tagged in order to prevent crime. This allows authorities to monitor movement, location and restrict certain freedoms in an attempt to prevent crime (e.g. further offending); • Undercover surveillance – police officers will often go undercover in order to infiltrate protest groups and criminal gangs. They will use false identities and become involved in the activities of the monitored group in order to try and prevent crime; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
3(d)	**Explain <u>three</u> strengths of using self-report studies to measure crime.** 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: • Hidden crimes – self-report studies can show crimes that have not been revealed in the official crime statistics, i.e. have not been recorded. This is particularly true for petty crime/deviant acts; • Victimless crimes – these rarely feature in the official crime statistics and therefore sociologists and the government know little about them. Self-report studies can provide information about such crimes, e.g. drug-taking, prostitution; • Data from offenders themselves – this is the only method of finding out about crime that gives the offenders a voice. They can talk honestly about the crimes they commit and their motivations for doing so; • Improved validity – they are thought to be a better source of information on crime than the official crime statistics where there is a huge dark figure of unreported and unrecorded crime. With the promise of anonymity, self-report studies can shed light on this; • Patterns and trends – official statistics show that the majority of crime is committed by men and working-class people. Self-report studies reveal the large amount of crime committed by the higher classes and by females. This allows theories of crime to be questioned; • Any other reasonable response.	**6**	SELF-REPORT STUDIES – research that asks people what crimes they have committed. This is typically by questionnaire/structured interview but can sometimes use a semi-structured interview. Note: Some candidates are talking about victims in their responses. That is not creditable – self-report studies focus on offenders. <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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>3(e)</td><td>Discuss reasons why domestic crimes are under-reported.

Use Table A to mark answers to this question.

Possible responses:
• Victim blaming – many victims feel that they are to blame for the crimes committed against them as domestic abusers often manipulate their victims into believing this and so victims do not report the crime;
• Private matter – domestic crime has historically been seen (by the public and the criminal justice system) as a private matter to be dealt with by the families themselves. Victims do not want anyone else to know;
• Police – many victims do not report the crime because they do not trust the police/do not think the police will take them seriously/feel the police will not be able to help them/do not want to relive the crime under police investigation;
• Do not want offender to be punished – they may still love the offender or have no other means of economic support for themselves and their children. Victims may also be worried about breaking up a family;
• Further abuse – most domestic crimes are not one-offs and thus victims may be reluctant to report the crime as they think it will just make the situation worse and further abuse will ensue;
• Coercion – this can be both physical and/or emotional. Abusers will force their victims to say nothing about what has happened. They may use emotional manipulation or threats or physical force to ensure this happens. Whichever way, the abuse is unlikely to be reported;
• Any other reasonable response.</td><td>8</td><td><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.
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.</td></tr>
</table>

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Question	Answer	Marks	Guidance
3(e)			**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 labelling theory is the best explanation for crime and deviance.** Use **Table B** to mark answers to this question. Possible responses for: • Identity – labelling theory recognises the links between being negatively labelled and given a particular status and that person's self-concept. People see themselves in terms of the views of others which can lead to a self-fulfilling prophecy and deviance; • Public labelling – the theory examines the consequences of this process for the labelled individual as it can lead to a loss of family and friends, so encouraging further deviance. For example, they may adopt a deviant identity and join a deviant sub-culture so leading to deviancy amplification; • Police – targeting, stereotyping and stop and search are examples of police labelling in action and these can all lead to certain social groups being more likely to be arrested and prosecuted; • Resistance – anti-authority sentiments can result in deviance through protests/riots because of prior labelling of some social groups; • Males – being labelled as hegemonically masculine and with the associated negative stereotypes can lead to deviance as males have to live up to the label and prove themselves; • Individual choice – the theory recognises that human beings are all different and that people can choose whether they accept society's labels or reject them. Therefore the 'one size fits all' explanations of the other theories is not seen in labelling theory, thus making it a better explanation for crime;	**14**	In evaluation, candidates may criticise aspects of the labelling theory's explanation for crime or provide other explanations for crime that are seen to be better, e.g. Marxism. Either way is fine to credit. In evaluation, candidates may use social factors such as age, gender, ethnicity, social class as better explanations for crime and deviance than labelling theory. This is also an acceptable style for evaluation. 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.

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Question	Answer	Marks	Guidance
3(f)	• Explaining why a label is given to a person – this is the theory's focus, not an attempt to explain the criminal act. This is a big difference to other explanations. They are interested in how individuals come to be labelled as deviant and the consequences of this for the labelled person – an entirely different focus; • Changes in the criminal justice system – labelling theory has led to changes being implemented in the criminal justice system, e.g. young offenders are often not named in media reports so they have a chance to avoid being labelled and so avoid future offending; • Any other reasonable response. Possible responses against: • Some behaviour is always deviant – in some cases context and reaction is irrelevant as some behaviour is always seen as deviant. For example, acts of murder are always deviant; • Deviance is not created by the label – most people know they are breaking norms and laws when they commit an act of deviance, even if their actions are not detected. Therefore, deviance is not created by the label as labelling theory implies; • Passive victims – labelling theory portrays the offenders as passive victims of the labels that have been assigned to them by those with more power. However, human beings make active choices and so make the decision themselves to be deviant, whether or not they have been labelled; • Why are some people labelled and others not? – labelling theory does not explain this other than referring to power differentials (Becker). Marxists would say that class structure and who benefits from labelling should be explored more fully;		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 <u>not</u> the case the answer <u>cannot</u> 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 <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 (DEV×4) and one or more partially developed points (^ minimum).

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Question	Answer	Marks	Guidance
3(f)	• Functionalism – this may be a better explanation for crime as it recognises the importance of socialisation and value consensus and how this can reduce crime and deviance e.g. Parsons; • Strain theory – Merton – this may be a better explanation as it explains crimes committed for material gain as well as crimes such as drug-taking where society's goals have been given up entirely; • Subcultural theory – Cohen, Cloward and Ohlin, Miller – this may be a better explanation as it considers collective deviance and why so much is not done for material gain. Focusing on the search for status may better explain the crimes of the young/the marginalised; • Marxism – may be a better explanation for crime as it draws attention to those crimes that are ignored by labelling theory e.g. corporate and white-collar crime – such criminals have not been labelled and so are ignored in labelling theory; • Feminism – this may be a better explanation for crime as it recognises that most crime is committed by males and the links this has with patriarchy and the stereotypical expectations of masculinity; • Any other reasonable response.		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).* 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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