CAMBRIDGE
International Education

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SOCIOLOGY **0495/23**

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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Question	Answer	Marks	Guidance
1(a)(i)	**Define the term beanpole family.** Award **one** mark for a partial definition, e.g. type of extended family. Award **two** marks for a clear definition, e.g. a multi-generational family with only one or two children in each generation (tall and thin).	**2**	Key annotations used: ✓ When a correct definitional element or example is used. A maximum of two TICKS per answer. ✗ When an incorrect definition or example is given. 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.
1(a)(ii)	**Define the term pivot generation.** Award **one** mark for a partial definition, e.g. adults looking after their parents. 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.	**2**	

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Question	Answer	Marks	Guidance
1(b)	**State <u>two</u> roles men perform in the family.** Award **one** mark for each correct example (up to a maximum of **two**). Possible responses: • Breadwinner; • Hegemonic male; • (Intimate) father; • Involved in childcare; • New man; • Stay at home father/dad; • House-husband; • Shares domestic duties (joint conjugal roles) ; • Does the gardening/DIY/washes the car (traditional); • Main decision maker; • Disciplinarian; • Any other reasonable response.	**2**	Note: The roles can be traditional, e.g. breadwinner or more progressive, e.g. new man. Note: Role model to boys is creditable but generic 'role model' is not. <u>Key annotations used</u>: ✓ for each correct point given. ✗ for each incorrect point given.

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Question	Answer	Marks	Guidance
1(c)	**Describe <u>three</u> ways being in a reconstituted family can affect family life.** 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: • New family members – remarriage creates new relationships, e.g. step-parents, step-children, step-grandparents and step-siblings. This allows for a wider range of relationships/connections to blossom; • New responsibilities – remarriage creates new roles for family members who may be unsure about what their place is and what authority they have. Norms and values are thus often unclear; • Increased levels of security – forming a reconstituted family can be a way to make individuals feel more secure and more integrated into family life; • Improved financial position – moving from a lone parent family into a reconstituted family often strengthens the financial position as costs are shared and there may now be two incomes; • New role models – socialisation can be altered/improved as new figures become part of the family, offering guidance and advice to younger members of the family; • Tensions and conflict – the uncertainty and change associated with reconstituted families can often result in arguments and fall outs as roles are unclear and often have to be re-negotiated; • Any other reasonable response.	**6**	The ways described can be either positive or negative. <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)	**Explain <u>three</u> ways some family members may be exploited.** 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: • Marxism – workers are powerless at work, constantly told what to do by their superiors but at home men can be the patriarch, demanding service and subservience from their wife and children. They don't rebel against their employers as they maintain some power and control over their family – everyone is thus exploited; • Family as a unit of consumption – families support the capitalist system by buying and consuming goods and being socialised into believing this is the norm. Thus, they are exploited by capitalism through familial socialisation; • Child marriage – some sociologists would say that children are exploited through the practice of child marriage as they are forced into an adult world for which they are unready and unprepared; • Acceptance of capitalism – within the family each generation is socialised into accepting capitalism and its values. Many working class people believe that the system is fair and that their failure to succeed is their own fault – they do not realise that they are being exploited; • Women's role in the family – part of the expected role for women in the family is to look after sick (children and husbands) and old people without pay. The ruling class exploit these women and thus avoid any responsibility for health and social care;	**6**	Candidates are likely to engage with Marxist and/or feminist views of the family in their responses. <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)	• Feminism and patriarchy – men have more powerful and privileged roles within the family than women and thus all men exploit all women; • Domestic division of labour – regardless of whether they work, women are expected to take on most of the household tasks and responsibilities and often take part in segregated conjugal roles. Feminists claim these benefit men and are exploitative of women; • Domestic abuse – research by Dobash and Dobash illustrates how prevalent this is within families and also shows that most perpetrators are males. Women and children are the victims, exploited physically, emotionally and sexually by males; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
1(e)	**Discuss the view that experiences of family life are positive for family members.** Use **Table A** to mark answers to this question. Possible responses: • Family function – functionalism – care of children, older people and of the sick. The family is able to effectively perform this function to ensure a positive experience of family life with older and younger members looking after each other in different ways at different times; • Family function – functionalism – socialisation and social control. These functions ensure that individuals grow to be secure and well-rounded members of society, clear in their cultural expectations and with a stabilised adult personality. This security ensures a positive experience for the family members; • Family function – roles for family members. Different family members have different gender roles and functionalists believe these gender roles in nuclear families suit the nature of males and females. The natural role of the man is instrumental and the woman expressive. This allows both genders to be good at their role, resulting in personal fulfilment and happiness – positive experience; • Warm bath – following industrialisation, a need arose for male workers to have a place where they could recover from the stresses and dangers of the workplace. After a long, demanding day at work men needed to be looked after and be able to rest and relax. The family ensured this positive experience for males by the creation of the female housewife role;	**8**	Note: Do credit if candidates focus on specific types of families in order to discuss positive experiences of family life. 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.

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Question	Answer	Marks	Guidance
1(e)	• Joint conjugal roles – Willmott and Young – as cultural norms and values have shifted so experiences of family life have also changed. Families are now more equal and flexible meaning roles and responsibilities can be negotiated. This results in a more positive experience for all family members; • Feminism – patriarchy – family is a positive experience for males. The family preserves male authority and power, e.g. through men's decision making and as the breadwinner. This creates a positive experience for them; • Extended families – these are becoming increasingly common in the modified form as they allow multi-generational families to offer mutual benefits to one another, e.g. childcare, financial aid, wisdom and advice, care etc. This relieves tensions and stress and so is positive for the family members; • Childless families – 'childless by choice' is an increasingly common trend as it allows a focus on the individual rather than on dependants. This facilitates women pursuing a career, relieves financial and caring burdens and promotes freedom, hence being a positive experience for family members; • 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>1(f)</td><td>Evaluate the view that marriage is no longer necessary in society.

Use Table B to mark answers to this question.

Possible responses for:
• Growth of cohabitation – two people living together in an intimate relationship without being married – whilst these used to be stigmatised and negatively labelled this is no longer the case. Changing values have led to their widespread acceptance of a secure and committed family form – just without the need for marriage. Marriage has become so unimportant that cohabitation is now seen as normal;
• Growth of lone parent families – one of the fastest growing family forms in parts of the West and in Afro-Caribbean cultures is the lone parent family, a family type that clearly does not see the necessity in, or the importance of, marriage. These are typically female headed and can be matriarchal;
• Alternatives to the family, e.g. shared households – marriage is now seen as so unimportant that it is leading to the decline of the family. As marriage becomes less popular this gives people greater opportunities to find new living arrangements that work better for them. This explains the growth of shared households and the new phenomenon of friends as family – marriage is quite simply not important anymore;
• Growth of singlehood – individualism in society and greater choice espoused by postmodernists has led people to find different routes to happiness. Living alone, enjoying independence and a lack of responsibilities and obligations to others has become increasingly appealing and we are therefore seeing increasing numbers of people choosing to live alone and not desire or need marriage at all;</td><td>14</td><td>Note: Where the candidate talks about the nuclear family this is a creditable point as traditional definitions state they are married. It is therefore a reasonable link.

Note: Answers need to focus on marriage, not whether the family is necessary.

<u>Key annotations used</u>:
<table><tr><td>✓</td><td>for each correct ‘for’ 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><tr><td>EVAL</td><td>for each correct evaluation point identified.</td></tr><tr><td>J</td><td>for when an answer comes to a conclusion or judgement.</td></tr></table>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.</td></tr>
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Question	Answer	Marks	Guidance
1(f)	• Feminist critique of marriage – marriage is associated with patriarchy and the exploitation of women by the feminists who discuss the segregated conjugal roles and high levels of domestic violence found there. It is hardly surprising therefore that as women have gained greater independence and power in society so this has translated into the family too and has seen a rejection of this exploitative institution by women – marriage is definitely not seen as important to them; • Rise in the divorce rate – once divorce was made easier and cheaper it soon became more popular. There have been huge increases in the divorce rate in modern industrial societies, showing how unimportant being married now is for people. It seems that people want to escape from it, not become part of it; • Decline in the marriage rate – the number of marriages has fallen in many countries in recent decades, e.g. UK and Australia. In the last 20 years the marriage rate has fallen by over 20% demonstrating how it is no longer seen to be important; • Secularisation – the decline of religion worldwide has led to people questioning how important marriage really is. Commitment doesn't have to be linked to religion as the growth in alternatives to marriage such as civil partnerships has demonstrated; Any other reasonable response. Possible responses against: • Marriage trends – most people still get married at some point in their life, UN data puts this at 90% of those aged over 40 having been married. In China, Russia and Bangladesh, marriage has become more popular than ever before. This proves it must still be important;		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). 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).*

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Question	Answer	Marks	Guidance
1(f)	• Arranged marriages – these are the norm in many parts of the world, e.g. Egypt and Pakistan and are a popular form of marriage. They have low rates of divorce and report high levels of satisfaction and happiness, thus demonstrating the continued importance of marriage; • Remarriages – if marriage was not seen to be important then the rates of remarriage would not be as high as they are. The fact that people choose to end a marriage and then, later, start a new one emphasises how it is that particular marriage that is being rejected, not the institution of marriage as a whole – which remains highly valued; • Marrying later in life – it may be that marriage is now seen to be more important than it was previously as people wait until later in life to get married, ensuring they choose the best partner for success and don't give in to pressure to get married as early as possible; • Negotiating conjugal roles – conjugal roles no longer have to be traditionally segregated, partners are able to negotiate their marriage roles to ensure that they work for them. This explains the growth in joint conjugal roles, increasing rates of male paternity leave, new men and house-husbands. All of this makes marriage an enticing prospect and is why it remains important to people; • Stage in life – whilst many couples do cohabit rather than get married, in the majority of cases this acts as a precursor to marriage. It could be a trial marriage to check compatibility or a stage whilst they are saving for the costs of a wedding. Regardless, marriage tends to come, just later on, thus showing how it remains as important;		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>1(f)</td><td>• Media representations of marriage as the ideal – the ideal relationship and/or ideal family is still shown in the media as being a married one. Weddings are big business and thus propagating this ideology benefits capitalism. Whilst marriage is seen as important profits can be made;
• New Right views – marriage is essential to demonstrate the lasting bond between partners and to ensure that children are raised in a loving and secure nuclear family unit. Non-married families are seen to be less successful and desirable, e.g. lone parent families where socialisation of children is described as inadequate, setting them up for a life of poverty, crime and welfare dependency. This shows how important marriage still is;
• Any other reasonable response.</td><td></td><td></td></tr>
<tr><td>2(a)(i)</td><td>Define the term role model.

Award one mark for a partial definition, e.g. an admired person.

Award two marks for a clear definition, e.g. a person someone looks up to and tries/wants to be like.</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 progressive schooling.

Award one mark for a partial definition, e.g. learning in different ways to normal.

Award two marks for a clear definition, e.g. education that breaks away from traditional school lessons and the curriculum and focuses on the child’s experiences instead.</td><td>2</td></tr>
</table>

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Question	Answer	Marks	Guidance
2(b)	**State <u>two</u> ways a school curriculum can be gendered.** Award **one** mark for each correct example (up to a maximum of **two**). Possible responses: • Gendered subject choice; • Teaching different material to different genders; • Teaching different genders differently; • Gendered stereotypical representations in textbooks; • Male dominance in curriculum content, e.g. authors, historical figures; • Careers advice (stereotypes); • Stereotyping subjects as masculine or feminine; • Promotion of different extra-curricular activities to girls and boys; • Roles/tasks allocated to girls and boys; • 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> types of school, apart from private school.** 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: • State school – a school that is funded and run, directly or indirectly, by the government. These are typically non-selective and serve a local community/area. They may be referred to as public schools. Such schools are thought to be meritocratic to all learners; • Single-sex school – schools which only accept either male or female learners, not both. This type of school typically achieves strong examination results often because of the lack of distraction/pressure from the opposite sex. Gendered stereotypes may also be less in such types of school; • Co-educational school – schools which accept both female and male learners, they can be either state or public. Classes typically have both boys and girls in them. Subjects are open and accessible to both genders; • Faith school – a school which is linked to a particular religion and so promotes that faith in school through their ethos and curriculum choices. They may also employ staff from the faith as well;	**6**	Note: Public school is fine to credit if it is used as a synonym for a state school. Note: Home school and selective school is fine to credit. <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)	• International school – such schools deliver an alternative education to the local schools in a particular country and often follow a different curriculum. They are often attended by learners who are not citizens of the host country, but whose parents are working there. Qualifications offered may be international and these qualifications are often delivered bilingually, e.g. IGCSE's, the IB; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
2(d)	**Explain <u>three</u> reasons why vocational learning is important.** 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: • Workplace skills – vocationalism is essential to transmit the skills that employers are looking for and are not found within the traditional academic curriculum. This can be through work experience, placements and/or training for a trade (apprenticeships); • Role allocation – functionalism – vocationalism ensures that all learners are prepared to enter the workplace in a role that is best suited to their ability levels; • Different style of learning – not every learner can achieve academically or is interested in the academic curriculum, vocational learning accounts for this and provides an alternative path to success. This helps to avoid student disengagement and disruptive behaviour; • Employer criticisms of the school curriculum – vocational learning is increasing in popularity as a response to the criticisms employers have levelled at traditional academic learning. They claim new employees do not have the skills they need/want and that they are having to re-train them. Vocational learning therefore fills this skills gap; • Feminisation of education – with female achievement rates in schools typically higher than males, there is a need to ensure a route to employment exists for boys. Vocational learning is proving popular and allowing boys to thrive in a more 'hands-on', practical form of learning;	**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)	• Working class – vocationalism is essential to ensure that working class learners are able to feel successful in education as they do not need to adopt the middle-class culture of schools (Marxism) but, instead, can learn to enter a traditional working class job like their fathers, e.g. labouring, electrician; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
2(e)	**Discuss the view that private education is unfair.** Use **Table A** to mark answers to this question. Possible responses: • Cost – private education is not fair because entry depends on the parents' ability to afford the education. This effectively excludes many students from attending and thus is immoral (class biased); • Examination results – due to first rate resources, small class sizes, an abundance of digital technology and superb facilities, students get higher results on average in private schools than in state schools. This is unfair as money should not determine educational success; • Divisions in society – private schools create an unfair division between social groups as learners who go to private schools are likely to get the top positions in society while learners in the state sector typically have more limited opportunities; • Funding of the state sector – parental fees for private schools could be ploughed into the state system through taxes and thus improve the education for all children which would be much fairer; • Meritocracy – private education undermines the principle of meritocracy as it does not give every student an equal opportunity to be successful; • Elitism – Marxism – private schools are said to perpetuate class and social divisions as they benefit the elite in society who attend. They create a 'them and us' attitude of superiority in the ruling class which leads to further inequalities in society (reproduction) – this is not fair;	**8**	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. 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.

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Question	Answer	Marks	Guidance
2(e)	• Capital – Bourdieu – private schools are said to give their students social and cultural capital which advantages them over non-private school students when they leave education. This is thus not fair; • Any other reasonable response.		**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 labelling theory is the best explanation for differences in educational achievement.** Use **Table B** to mark answers to this question. Possible responses for: • Social class – in schools teachers are in a position of power and so how they interpret the behaviour and potential of learners will affect their interactions with them and the learners' performance. Becker found teachers judge students on non-academic factors such as dress, speech, personality and conduct leading to the stereotype of the 'ideal pupil', e.g. teachers assume lower class students are de-motivated and will be disruptive and they treat them in this way which will negatively affect the educational achievement; • Ethnicity – setting and streaming – teachers make assumptions about learners from different ethnic groups and this can lead to them being disproportionately placed into lower sets. Here, they are not pushed to achieve, standards are lower and their educational achievement thus drops; • Afro-Caribbean boys – in the UK it is said that this group of learners are subject to negative labels by teachers who have low expectations of them and do not expect them to do well. They are almost written off and this then affects their ability to do well at school; • Chinese students – Archer – teachers positively labelled these students and had high expectations of them to do well. This halo effect led to Chinese students doing particularly well in education;	**14**	Note: In evaluation, students may criticise labelling theory as an explanation or may provide alternative explanations for differences in educational achievement that they believe to be better. Either way is fine to credit. Note: Candidates may talk about labelling of students generally or may focus their points on class, gender and/or ethnicity. Either way is fine to credit. <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)	• Gender – teachers may treat girls and boys differently, giving them different kinds of attention. Boys are more likely to be labelled as 'problems' by teachers and consequently have much higher rates of negative attention, e.g. detentions and exclusion. This clearly affects educational achievement; • Self-fulfilling prophecy – being labelled in a negative way can lead to the labelled individual accepting as true what the teacher says/thinks about them and thus they live up to this label. This will then lead to lower levels of educational achievement through the internalisation of the label (interactionism); • Self-negating prophecy – a learner may be labelled by a teacher as unlikely to do well but does not accept the label and sets out to prove the teacher wrong. Thus, the negative label affects educational achievement as it motivates learners to work harder to be successful; • Master status – Becker – if continuously labelled in a particular way, students will start to think of themselves like this and others will judge them and do the same. This then becomes a master status so redefines their identity and affects how well they achieve in education, for example they may join an anti-school sub-culture; • Any other reasonable response. Possible responses against: • Resistance to labelling – labels given to students do not have to be accepted, they can reject and negotiate these and so they cannot be the best explanation for educational achievement as learners are not passive but active participants in the education system, e.g. 'The Black Sisters' were negatively labelled yet still did well at school;		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 (DEVx4) and one or more partially developed points (^ minimum).

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Question	Answer	Marks	Guidance
2(f)	• Home factors – parental values and attitudes towards school have been shown to be crucial in determining a learner's educational success. For example, Chinese students are socialised to believe they must 'be the best' in education and this may well better explain their success than labelling theory does; • Material factors – money is thought by many sociologists to be the most influential factor in determining how well a student does at school (Marxism). It allows access to private education, means a private tutor can be afforded, allows resources to be bought etc.; • In-school factors – it may be that the organisation of the school and its curriculum is the best explanation for why some students do better at school than others. Ethnic minority students may be hampered not by negative labels, for example, but by institutional racism and an ethnocentric curriculum, girls by a gendered curriculum; • Peer pressure – students conform to the norms and values of their peer group and research demonstrates that this agent is the most influential in determining educational success. It affects, for example, whether a learner joins a pro- or an anti-school sub-culture and so may transcend labelling theory in terms of importance; • Functionalism – this theory believes educational achievement is meritocratic and is determined not by being labelled but by how much work and effort a student puts in to their studies and how much ability they actually have; • 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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<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 incapacitation.

Award one mark for a partial definition, e.g. prison/ punishment/castration.

Award two marks for a clear definition, e.g. punishments intended to physically prevent the offender from re-offending.</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 instrumental crime.

Award one mark for a partial definition, e.g. robbery/theft.

Award two marks for a clear definition, e.g. offences which have a clear goal from the point of view of the offender, often financial.</td><td>2</td></tr>
<tr><td>3(b)</td><td>Give <u>two</u> examples of rehabilitation used with criminals.

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

Possible responses:
• Programmes for addiction;
• Anger management;
• Counselling;
• Education courses;
• Training and skills courses;
• Guidance and support on release from prison;
• Restorative justice;
• Community sentencing;
• 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
3(c)	**Describe <u>three</u> features of Merton's strain theory.** 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: • Mismatch of goals and means – the core idea is that there is a structural inability for all individuals to legitimately obtain the goals they are socialised to desire; • American Dream – belief that individuals in capitalist societies are brought up to believe that anything is possible if they work hard enough. On discovering that this 'American Dream' towards happiness is not achievable for all, some turn to crime; • Reliance on the OCS – they believe the picture in the OCS that criminals are typically working class, male and young therefore their explanation for crime seeks to explain these patterns and trends; • Conformist response – they continue to work hard believing they could achieve society's goals. They aim to make money from their career. They conform to society's norms and the goal of success; • Innovator response– find new ways to achieve society's goals, most of them considered deviant. For example, someone who makes money dealing drugs or stealing. They accept the goal of financial success but use deviant means to get it;	**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(c)	• Ritualist response – carry on working and conform even though they know they cannot achieve the goal. For example, someone in a low paid job who knows they will never be rich but keeps on going anyway. Conform to society's norms but given up on the goal of material success; • Retreatist response – reject both the goals and the means and are resigned to failure. For example, someone who becomes an addict or follows another deviant lifestyle, giving up the idea of achieving material success. This goal has been abandoned; • Rebellion response – adopt different goals and also adopt their own ways to achieve these new goals. The mainstream goals of material success based on money are abandoned in the active pursuit of their own goals, e.g. political activism, religious sects etc.; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
3(d)	**Explain <u>three</u> limitations 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: • Validity – answers may not be accurate as respondents may exaggerate their criminality in order to impress their peers or the researcher or may have simply forgotten about crimes they have committed, e.g. trivial crimes (particularly if respondents are young people); • Validity – even though self-report studies are anonymous, many people who have committed an offence may not admit to it, especially if they were never charged by the police; • Focus on trivial crimes – most self-report studies ask about petty offences/deviance. This limits their usefulness in giving an overview of crime; • Serious offences – offenders are unlikely to give honest answers to questions about serious offences as there will be the uncertainty of what the researcher will then do with that information, e.g. will it be passed on to the authorities? (ethical issues); • Focus on individuals – self-report studies are carried out on individuals so are not useful for investigating state/corporate crimes. They don't consider such crimes of the powerful at all;	**6**	SELF-REPORT STUDIES – research that asks people what crimes or deviant acts they have committed. <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)	• Young people as the sample group – self-report studies are typically conducted with young people as adults have more to lose and so are unlikely to answer honestly. Consequently, self-report studies rarely ask about categories of crime associated with adults such as white-collar crime and therefore are not representative of criminality; • Any other reasonable response.		

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Question	Answer	Marks	Guidance
3(e)	**Discuss the view that the police are <u>not</u> effective in dealing with crime.** Use **Table A** to mark answers to this question. Possible responses: • Global crime – today, crime transcends national borders which makes the role of the police more difficult in terms of dealing with crime. Different countries have different rules and laws and it thus becomes increasingly difficult to catch and prosecute a criminal, e.g. cybercrime; • Community policing – whilst this is good at building trust in the police force, the reality is that most crime is not committed on the streets by 'bad' individuals and, even if it was, the likelihood of a community police officer walking past just as a crime is being committed is low meaning much crime is invisible/not known about; • Military style policing – this can seem like an invasion to the communities it affects which can then turn local people against the police. Some communities can feel like the police are hostile towards them and so have no trust in the force, meaning they will not report crimes or help with any investigations. This makes the police ineffective in such communities; • Police targeting – police stereotyping of certain social groups, e.g. ethnic minorities/youth/males, leads to high rates of stop and search against them. This can cause tensions and even riots between the social group and the police and lead to the police causing more crime than was there before – deviance amplification. This makes them ineffective;	**8**	<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. 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.

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Question	Answer	Marks	Guidance
3(e)	• Invisible crimes – the police are not effective at dealing with all crimes and sociological research reveals that many crimes are not being reported to the police as well as not being properly investigated and dealt with, e.g. white-collar/domestic/corporate crimes. If the police don't know about all crimes, then they can't effectively deal with them; • Feminism – concerns have been raised about the misogynistic and sexist nature of the police force (e.g. The Casey review in the UK) and how domestic crimes and sexual crimes are frequently under-reported through victims' fear and lack of trust in the system as well as extremely low prosecution rates. Thus, such crimes continue in society and are not effectively dealt with by the police; • Marxism – police are part of the repressive state apparatus and are thus used by the ruling class to protect itself against the working class. This is the police's main role, not tackling or preventing crime but ensuring the working class are repressed and under control so they cannot challenge the status quo and ruling class power; • Political role – the police are often the first line of defence when it comes to controlling protests and demonstrations. This is not about preventing crime but about suppressing the working class through force when ideology fails to keep them under control; • Any other reasonable response.		**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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>3(f)</td><td>Evaluate the feminist view that patriarchy causes crime.

Use Table B to mark answers to this question.

Possible responses for:
• Male power – men expect to be in positions of power over women in all areas of social life and this can lead to crime as they strive to maintain this power, e.g. domestic and sexual crime as an assertion of their dominance or instrumental crimes for financial motives to ‘prove’ their success and worth (Dobash and Dobash – feminism);
• Male figures in the criminal justice system – the CJS is still dominated by males at all levels. This means certain male values run through the system of law-making which can be detrimental to women, e.g. the courts, the police, the government. For example, feminists accuse the CJS of being malestream and ignoring women’s issues;
• Chivalry thesis – the traditional assumptions held by men of women allows female crime to be hidden therefore allowing it to continue unchecked. Paternalistic values result in women walking free from court, not being arrested by the police and/or receiving non-custodial sentencing. This paves the way for female crime to take place;
• Pressure to be masculine – Messerschmidt – gender expectations in society place pressure on males to conform to masculine ideals and this places them in situations where they are more likely to engage in behaviours that may lead to crime, e.g. aggression, risk taking etc.;</td><td>14</td><td>In evaluation, candidates may criticise the feminist explanations for crime and/or introduce other explanations for the causes of crime. Either way is fine to credit.

<u>Key annotations used</u>:

<table><tr><td>✓</td><td>for each correct ‘for’ 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><tr><td>EVAL</td><td>for each correct evaluation point identified.</td></tr><tr><td>J</td><td>for when an answer comes to a conclusion or judgement.</td></tr></table>
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.</td></tr>
</table>

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Question	Answer	Marks	Guidance
3(f)	• Misogyny – male figures in the CJS as well as males in society may hold misogynistic values and views and this hatred of women can lead to crime. This can be through sexual harassment in the workplace and/or through sexual violence, dismissing crimes against females and ignoring sexism. This is inculcated through socialisation into hegemonic masculinity (Connell); • Low conviction rates for crimes females are victims of – convictions for domestic and sexual crimes are notoriously low, for example, rape victims often talk about having to relive their ordeal again in the court room, officers dealing with sensitive cases may be poorly trained and police discretion may mean some crimes are viewed to be 'not police business' and thus left un-investigated (dark figure of crime); • Marxist-feminism – men need a 'warm bath' to retreat to after a stressful day at work, feeling alienated and exploited. This means their anger and frustrations are taken out on their wives/partners rather than capitalism and these actions may well be criminal, e.g. physical or emotional abuse/coercion; • Any other reasonable response. Possible responses against: • CJS not patriarchal – many laws exist for the protection of women and many offences against women are investigated and the offender punished appropriately. There is growing awareness of the issues women face as victims as more and more of the formal agents employ women at high levels, e.g. senior judges, senior police officers;		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
3(f)	• Women commit more crime than the OCS suggest – many sociologists believe there is chivalry operating in the CJS which leads to an under-estimation of how much crime women actually commit. Patriarchy actually protects women from targeting and prosecution; • Marxism – social class, not gender, as the key factor – it is deprivation and an inability to legitimately achieve society's goals that leads people to commit crime; • Interactionism – labelling causes crime – the labels placed on certain social groups leads to them being unfairly targeted by the police and this frustration can lead to resistance against the police which is often criminal/deviant; • New Right – inadequate socialisation causes crime – the decline in marriage means family life today is often unstable and children are not being properly socialised and socially controlled. The inevitable result of this is crime – Murray, the 'underclass'; • Strain theory – mismatch between society's goals and the means of achieving them causes crime (Merton). Not everyone can be materially successful and thus for many people crime is the only way to achieve the goals that society says they should have, 'consumer culture'; • Relative deprivation – Young – it is not patriarchy that causes crime but the feeling in some people that they have less material wealth than others, despite working hard. This breeds frustration which in turn leads to crime; • 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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