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# GCSE SOCIOLOGY 8192/2

Paper 2 The Sociology of Crime and Deviance and Social  
Stratification

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Mark scheme

June 2025

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Assessment Objectives**

<b>A01</b>	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
<b>A02</b>	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
<b>A03</b>	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

**Section A: Crime and Deviance**

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
01	What term is commonly used by sociologists to describe a questionnaire in which people are asked about crimes that have happened to them?	1
	AO1 = 1 mark <b>D</b> (Victim survey)	

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
02	What term is commonly used by sociologists to describe when norms in society breakdown and become unclear?	1
	AO1 = 1 mark <b>B</b> (Anomie)	

Qu	Marking guidance	Total marks															
03	Describe <b>one</b> way in which the criminal justice system may be seen as institutionally racist.	3															
<p>AO1 = 3 marks</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Stop and search, showing possible discrimination towards some ethnic groups.</li> <li>• Negative labelling, the culture of the police lead to further arrests of some ethnic groups.</li> <li>• Racial bias in the treatment of some ethnic groups, Met police found black people more likely to be tasered and restrained than white people.</li> <li>• The Macpherson report, and more recently the Casey report, has highlighted the culture of the police to take some ethnic groups less seriously.</li> <li>• Law enforcement, by the police and the courts.</li> <li>• Racial ignorance of a predominantly white justice system.</li> <li>• Disproportionate prison population, ethnic minorities disproportionately represented in the prison population.</li> <li>• Canteen culture – the informal norms and values of the police can have negative attitudes to some ethnic groups.</li> </ul>			Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.
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04	Identify and describe <b>one</b> way to prevent criminal behaviour.	3															
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05	From <b>Item A</b> , examine <b>one</b> strength of using a mixed-method approach.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• A mixture of primary and secondary methods which provide a deeper understanding of behaviour of the Mods and Rockers and provides first-hand understanding of previously reported findings.</li> <li>• A mixture of rich qualitative insights into the motivations and behaviours of the mods and rockers behaviour with quantitative patterns and trends can improve the overall validity and reliability of their findings allowing for comparability.</li> <li>• Triangulation, comparing different types of data on the youth groups behaviour allows for cross checking of findings, which will improve overall validity.</li> <li>• Limitations of one method are balanced by a strength of another and improves overall validity, eg Cohen was able to gather all types of data to understand the reactions to the youth groups, their behaviours and how the media portrayed them.</li> </ul>	



Qu	Marking guidance	Total marks																		
06	Identify and explain <b>one</b> way in which the media can contribute to a rise in public fear of crime as shown in <b>Item A</b> .	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Stanley Cohen.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Moral panic created through exaggerating deviance.</li> <li>• Negative labelling of certain groups.</li> <li>• Deviancy amplification spiral.</li> <li>• News values, eg violence.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• The media exaggerated the behaviour of the youth groups in their headlines, which created public outcry/fear and therefore a moral panic amongst society about the ‘mods’ and the ‘rockers’.</li> <li>• Negative labelling of certain groups can lead to the creation of folk devils, as they became labelled as deviant by wider society through the media’s portrayal of them, in this case the ‘mods’ and the ‘rockers’.</li> <li>• The media reported the acts by the ‘mods’ and the ‘rockers’, this then concerned the public as they were negatively portrayed, this public concern generated more arrests by the police because of the moral panic that was created by the media.</li> <li>• The headlines were seen as newsworthy by journalists, by including violence in the headlines and referring to the groups as ‘rival gangs’ this would have generated more attention from the public, and therefore led to fear due to the stories reported.</li> </ul>	Level	Marks	Descriptor	4	4	Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way identified. (AO1)	0	0	Nothing worthy of credit.	
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07	Identify and explain <b>one</b> advantage of using snowball sampling to research deviant subcultures.	4																		
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	<ul style="list-style-type: none"><li>• It also allows the researcher to focus only on people of particular interest, from deviant subcultures, and can therefore save the researcher time.</li></ul>	
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08	From <b>Item B</b> , identify and describe <b>one</b> way in which deviant labels may negatively affect individuals according to Becker, including what you know of his perspective on crime.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Becker and his perspective on crime.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>NB - If the candidate writes about education, then marks are capped at 2.</b></p> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Master status.</li> <li>• Labelling/Self-fulfilling prophecy can lead to more criminal behaviour.</li> <li>• More likely to be targeted by the police.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Becker approached the study of deviance from an Interactionist perspective, eg a focus on small-scale human actions.</li> <li>• Becker argued that societies’ negative reaction of individual’s behaviour can lead to their ‘master status’ which can prevent them from being seen in any way other than as deviant, they may become marginalised from wider society. This may negatively affect opportunities of employment.</li> <li>• Individuals may then start to believe the label and act according to the label and commit deviant acts. This then reinforces further hostility from society and reinforces them as an ‘outsider’.</li> <li>• Certain groups are more likely to be negatively labelled by agencies of social control, this can lead to these groups being feeling targeted by the police and the criminal justice system, making them feel excluded.</li> </ul>	Level	Marks	Descriptor	4	4	Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way selected. (AO1)	0	0	Nothing worthy of credit.	
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09	Identify and explain <b>one</b> ethical issue that may need to be considered when investigating deviant subcultures.	4																		
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	<ul style="list-style-type: none"><li>• Confidentiality, the researcher would need to remove all the names of the individuals from the deviant subcultures from their research, protecting the privacy of the individuals and groups they are studying.</li></ul>	
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Qu	Marking guidance			Total marks
10	Discuss how far sociologists would agree that the criminal justice system is the most effective agency of social control.			12
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks			
	<b>Level</b>	<b>Marks</b>	<b>Descriptor</b>	
	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	
	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalism.
- Marxism.
- Feminism.
- Interactionism.
- Other agencies of social control.

**Indicative content AO2**

- Functionalist perspective – formal social control is the most effective as it exists to reaffirm boundaries, the criminal justice system creates laws to reinforce what is right and wrong, providing value consensus. They believe the law reflects the dominant views of society.
- Marxist perspective – the criminal justice system is not effective as it helps capitalists to continue to dominate and control the working class. The law reflects the views of the ruling class and are there to protect the dominant class, they focus on crimes of the working class, whereas white-collar crime and crimes of the powerful go largely undetected. Marxists would argue the rich shape the law so that they do not end up in prison, the law favours the rich and powerful.
- Feminist perspective – formal social control is not effective as it helps to maintain patriarchy, eg laws that protect men (only 1991 the law changed for husbands being convicted for rape of their wives). Feminists also argue that the criminal justice system is biased against women, eg female rape victims, arguing it is often not the male defendant on trial but the victim.
- Interactionist perspective – Agents of social control such as the police, magistrates, probation officers, are working for those in power. Interactionists argue they have the power/ability to label and define the behaviour of less powerful groups as being problematic, this then means these groups are



	<p>subjected to more surveillance in society. Could use examples here of ethnic minority groups, stop and search rates by the police. Therefore, not effective.</p> <ul style="list-style-type: none"> <li>• Explanations of the effectiveness of agencies of social control. Eg Formal agencies have the power to enforce order, therefore may be seen as more effective, eg police, the courts, prisons have the power to intervene and punish. However, they may be deemed as ineffective as prisons can be seen as 'universities of crime'. Informal agencies, through socialisation, teach us expected behaviour, teaching norms and values. For example, schools teach this through the hidden curriculum how pupils should behave using rewards and sanctions. However, some pupils may go against the values of the school and form deviant subculture groups, showing it is not always effective.</li> </ul> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the functionalist perspective, eg to what extent does the criminal justice system reflect the values of all in society.</li> <li>• Analysis and evaluation of the Marxist perspective, eg to what extent does the criminal justice system favour the dominant class, eg it does sometimes act against capitalism, it does prosecute the dominant classes for criminal offences, or laws that do not always support the capitalist class such as minimum wage laws.</li> <li>• Analysis and evaluation of the feminist perspective, eg the extent to which the criminal justice system is biased towards men such as the chivalry thesis.</li> <li>• Analysis and evaluation of the interactionist perspective, eg the extent that the criminal justice system creates more crime through labelling.</li> <li>• Analysis and evaluation of relevant examples, eg informal agencies of social control are effective provided that people engage with them. Formal agencies of social control may be more effective in terms of removing the criminal from the public but not necessarily for long term rehabilitation. Informal agencies may be more effective for passing on social norms and values rather than control through fear of punishment.</li> <li>• Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student how far does the evidence support the premise of the question that informal social control is effective.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance			Total marks
11	Discuss how far sociologists would agree that women commit less crime than men.			12
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks			
	<b>Level</b>	<b>Marks</b>	<b>Descriptor</b>	
	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	
	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

#### **Indicative content AO1**

- Official statistics on crime.
- Chivalry thesis.
- Opportunity to commit crime.
- Social control.
- Increase in female criminal behaviour.
- Functionalism.
- Feminism.

#### **Indicative content AO2**

- Men are overrepresented in official crime statistics. Far more men than women in prison, statistics show a far higher rate of offending for robbery, drug offences, burglary, violence, sexual offences.
- Criminal justice system is seen to be far more lenient towards females than males, men in the CJS are socialised to act in a chivalrous way, so female crimes tend not to end up in official crime statistics. Women are seen as 'less guilty', and need more protection.
- Female opportunity to commit crime is less than males, eg 'bedroom culture' within the home; socialising at home rather than in public spaces, 'glass ceiling' within the workplace – restricting their opportunities to commit white-collar crimes as are often not at the same levels as men in their careers.
- Heidensohn's work on control theory, eg that women's behaviour is more strictly controlled, reducing opportunities to offend in public and private spheres such as the workplace, home and wider society. Patriarchal control is the reason for women's more conformist behaviour.
- Statistics suggesting an increase in female criminality. The structure of society is changing for women, they have more opportunities in the workplace due to opportunities in education. They do have more access to white-collar crimes.

	<ul style="list-style-type: none"> <li>• Functionalist theory, eg gender socialisation possibly referring to Parsons.</li> <li>• Feminist theory, eg the relationship between patriarchy and criminal behaviour.</li> </ul> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of official statistics on crime, eg how accurate/valid are crime statistics? Females commit less visible crimes such as shoplifting. Women are more likely to be cautioned than charged.</li> <li>• Analysis and evaluation of the chivalry thesis as an explanation as it relates to female criminal behaviour, eg the harsh treatment of some women offenders by the criminal justice system. Feminists would argue there is bias against women and females are treated more harshly than males.</li> <li>• Analysis and evaluation of lack of opportunity as it relates to female criminal behaviour. How far are women's opportunities to commit crime reduced today, eg analysis of class (Carlen).</li> <li>• Analysis and evaluation of Heidensohn and control theory as it relates to female criminal behaviour, eg how patriarchal control could push women into crime, more likely to suffer from deprivation.</li> <li>• Analysis and evaluation of statistics showing women's increased presence in crime statistics, eg females still less likely to receive custodial sentences compared to men, and when they are given one they tend to be shorter than for males.</li> <li>• How far does socialisation affect criminality?</li> <li>• Analysis and evaluation of Feminist theory on gender and crime.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student how far does the evidence support the premise of the question that men are still more likely to commit crime.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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**Section B: Social Stratification**

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
12	What term is commonly used by sociologists to describe the ability of a person or group to influence and control the decisions of others?	1
	AO1 = 1 mark <b>B</b> (Power)	

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
13	What term is commonly used by sociologists to describe a type of leader who is followed and respected because of their personality?	1
	AO1 = 1 mark <b>C</b> (Charismatic authority)	

Qu	Marking guidance	Total marks															
14	Describe <b>one</b> way in which individuals may benefit from the welfare state.	3															
<p>AO1 = 3 marks</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Healthcare access: the National Health Service (NHS) can provide free or subsidised healthcare so that individuals receive necessary medical treatments using services such as general practitioners (GPs), hospital, opticians and dentists.</li> <li>• Universal Credit: providing financial assistance to those who are unemployed/low-income helps individuals sustain themselves why they search for new/better employment.</li> <li>• Pension schemes: state pensions support retirees by providing a steady income, reducing poverty and ensuring a basic standard of living for the elderly.</li> <li>• Disability benefits: financial and medical support for individuals with disabilities helps them maintain a decent quality of life and independence.</li> <li>• Food assistance: programmes like 'food stamps' ensure individuals have access to adequate nutrition, which is essential for health and well-being.</li> <li>• Free education: the state provides education for all children from the age of 5 - 16 for free.</li> </ul>			Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.
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15	Identify and describe <b>one</b> way of measuring poverty.	3															
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Qu	Marking guidance	Total marks
16	From <b>Item C</b> , examine <b>one</b> weakness of the research.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• The researcher will not be able to gain in depth detail (as it is quantitative data) and will not show understanding of how the gender pay gap effects people's lives.</li> <li>• The statistics for the gender pay gap may have been manipulated or adapted and therefore subjective.</li> <li>• Some statistics on the gender pay gap may not be included and are therefore not valid.</li> </ul>	



Qu	Marking guidance	Total marks																		
17	Identify and explain <b>one</b> reason for the gender pay gap as referred to in <b>Item C</b> .	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to reasons for the gender pay gap.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant reason for the gender pay gap (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant reason for the gender pay gap (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant reason for the gender pay gap (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant reason for the gender pay gap. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Women tend to find themselves in lower-paid work.</li> <li>• Men are more likely to work full time.</li> <li>• Women are more likely to face discrimination..</li> <li>• Patriarchy in wider society</li> <li>• Other sociologist’s work.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Social pressures and norms mean that women are more likely to opt for lower paid work such as in hospitality and catering.</li> <li>• Men are still less likely to experience pressures to take time off work or reduce their hours for family reasons.</li> <li>• Due to patriarchy, women face discrimination and barriers in the job market.</li> <li>• Women are still more likely to face the ‘glass ceiling’ and experience barriers when seeking promotion to more senior positions.</li> </ul>	Level	Marks	Descriptor	4	4	Relevant reason for the gender pay gap (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant reason for the gender pay gap (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant reason for the gender pay gap (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant reason for the gender pay gap. (AO1)	0	0	Nothing worthy of credit.	
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18	Identify and explain <b>one</b> advantage of using quantitative methods to investigate the gender pay gap.	4																		
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Qu	Marking guidance	Total marks																		
19	From <b>Item D</b> , identify and describe <b>one</b> way Marx argues that the bourgeoisie exploit the proletariat, including what you know of his perspective on the social classes.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Karl Marx and his perspective on social classes.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• The bourgeoisie profit from the proletariat’s labour.</li> <li>• Bourgeoisie pay low wages.</li> <li>• Control the means of production.</li> <li>• Have power over the proletariat.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Karl Marx is a Marxist.</li> <li>• The products produced by the proletariat generate high income for the bourgeoisie.</li> <li>• Karl Marx argues that there is a ‘conflict of interest’ as the bourgeoisie want to pay low wages and maximise their profits.</li> <li>• The proletariat feel alienated because they do not own the means of production.</li> <li>• A ruling class ideology prevents the proletariat from really understanding the nature of their exploitation.</li> </ul>	Level	Marks	Descriptor	4	4	Relevant way selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way selected. (AO1)	0	0	Nothing worthy of credit.	
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0	0	Nothing worthy of credit.																		

Qu	Marking guidance	Total marks																		
20	Identify and explain <b>one</b> way in which an individual's sexuality may affect their life chances.	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the way in which an individual's sexuality may affect their life chances.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way identified (AO1).</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• People may face prejudice, discrimination or violence because of their sexuality.</li> <li>• Fear of homophobia may prevent people from expressing their true sexuality.</li> <li>• Anti-homosexuality laws still exist globally.</li> <li>• Being part of the gay community can provide a sense of belonging and be liberating.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Stonewall (a group that campaigns for the rights of gay people) found that one in five had experienced bullying in the workplace.</li> <li>• This may lead to issues with mental health, employability and housing opportunities.</li> <li>• It is a criminal offence in some countries to be gay or lesbian and can lead to imprisonment.</li> <li>• This could lead to heightened mood and good social networks.</li> </ul>	Level	Marks	Descriptor	4	4	Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	3	3	Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	2	2	Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	1	1	Relevant way identified (AO1).	0	0	Nothing worthy of credit.	
Level	Marks	Descriptor																		
4	4	Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)																		
3	3	Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)																		
2	2	Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)																		
1	1	Relevant way identified (AO1).																		
0	0	Nothing worthy of credit.																		

Qu	Marking guidance			Total marks
21	Discuss how far sociologists would agree that social inequalities are negative for individuals and society.			12
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks			
	<b>Level</b>	<b>Marks</b>	<b>Descriptor</b>	
	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	
	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	

1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Marxism.
- Feminism.
- Functionalist.
- New Right.

**Indicative content AO2**

- Marxist perspective – capitalist society is unfair and social inequalities mean that the working class are disadvantaged. The working class are more likely to be exploited. Workers are paid lower than their worth. Social inequalities enable the rich to stay rich and the poor stay poor.
- Feminist perspective – society is patriarchal and women usually suffer from social inequalities. Women are more likely to experience discrimination and face the glass ceiling when trying to get into the higher positions. Women therefore find it more difficult to gain upward social mobility.
- Functionalist perspective – eg the work of Davis and Moore, who argue that it is functional to have inequality built into societies. Davis and Moore argue that some positions in society must rank more highly in the social scale and that these should be filled by the right people. Highly ranked positions require exceptional talent, skills and abilities and should come with higher status.
- New Right perspective – eg the work of Peter Saunders, who suggests that social inequality is needed in society. Saunders argues that having inequality motivates people to work harder in a meritocratic society. As a result of people working harder, society will benefit.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"><li>• Analysis and evaluation of the Marxist perspective, eg that it ignores other forms of social inequality such as gender and ethnicity. Furthermore, Marxists ignore that there is a growing middle class and that there are now growing opportunities for social mobility.</li><li>• Analysis and evaluation of the feminist perspective, eg that there are now equality laws that protect women from discrimination. Women's life chances have improved. Employers with more than 250 employees now have to publish their gender pay gap and therefore highlighting any differences more overtly.</li><li>• Analysis and evaluation of the functionalist perspective, eg many jobs that are seen as important are low paid. For example, nurses are relatively lower paid despite having desired skills and qualities. Also, Marxist and feminist sociologists argue that functionalists ignore that some social groups benefit at the expense of others in society.</li><li>• Analysis and evaluation of the New Right perspective, eg that meritocracy is exaggerated. Some sociologists argue that the working class still face disadvantages and are less likely to get the higher status jobs. Furthermore, although girls tend to do well in education, the gender pay gap still exists. Therefore, some groups are more disadvantaged compared with others.</li></ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance			Total marks
22	Discuss how far sociologists would agree that power is held by elite groups in a society such as modern Britain.			12
	AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks			
	<b>Level</b>	<b>Marks</b>	<b>Descriptor</b>	
	4	10–12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p>	
	3	7–9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>	
	2	4–6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>	



1	1–3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalism.
- Marxism.
- Feminism.
- Pluralism.
- The work of Weber on power and authority.

**Indicative content AO2**

- Functionalist perspective – power elites exist but there is nothing wrong with their existence, as meritocracy ensures that the most talented people in society rise to positions of power and are accountable in a democratic society.
- Marxist perspective – a power elite does exist and that they are able to exercise political power because of their economic power. Elites ensure that all aspects of society continue to work in their favour in order to maintain their power and keep the working class at the bottom of the social hierarchy.
- Feminist perspective – patriarchy ensures that power elites are dominated by men, who largely represent male interests in society.
- Pluralist perspective – due to the existence of multiple interest groups in society involving members from different socio-economic backgrounds, those in power are held accountable, and can ultimately be removed through democratic elections.
- Weber's description and explanation of the different forms of power and authority. Weber argued that power exists in every aspect of life and in all relationships. Formal structures demonstrate power through hierarchies but there are also informal sources of power in everyday interactions dependent on the social position of the people involved. He also argued that there were three 'legitimate' types of authority: rational, traditional and charismatic. Traditional

	<p>authority is dominated by the elites. Rational authority is based on clearly established rules and regulations that people follow based on the leader's ability to lead and ensure faith in the system as well as through fear of sanctions for disobedience. This type of authority in the UK is also often dominated by elites. Charismatic authority is based on a leader's exceptional personal qualities rather than any rational or traditional power they may have gained.</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of functionalist perspective, eg that the concept of meritocracy is fundamentally flawed. The most talented may not be able to access the resources they need to succeed, whereas though from upper class families can afford private education and have access to network of elites that can help them to rise to power.</li> <li>• Analysis and evaluation of the Marxist perspective, eg that economic power does not always translate to political power.</li> <li>• Analysis and evaluation of the feminist perspective, eg that increasingly women are included in the power elite. Changing attitudes in society have increased female representation in all aspects of society, including the political elite and in the judicial system. Multiple women have now held senior positions in the government including Prime Minister, Home Secretary and Foreign Secretary.</li> <li>• Analysis and evaluation of the pluralist perspective, eg that regardless of political party, MPs are drawn from the same narrow section of society. Educational background and access to a powerful networks ensures that MPs are drawn from this narrow section often due to the funding needed to stand as an MP and to run successful campaigns.</li> <li>• Analysis and evaluation of the work of Weber on power and authority, eg different sources and forms of power and authority. The types of power identified by Weber have all changed over time. Rational authority can change dependent on the circumstances, in the first lockdown of the C-19 pandemic, the majority of people supported the government and accepted their power to make laws for our safety, however, this was no longer the case once we reached the point of living with the virus. Traditional authority whilst it still exists is no longer what it used to be. The monarchy is still an important part of British society but they hold no power in terms of making laws. Charismatic authority very much depends on the leader and perceptions can change.</li> <li>• Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree), eg in the judgement of the student how far does the evidence support the premise of the question that power is held by elite groups in a democratic society such as modern Britain.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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**Assessment objectives**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>01</b>	1			1
<b>02</b>	1			1
<b>03</b>	3			3
<b>04</b>	3			3
<b>05</b>			2	2
<b>06</b>	1	3		4
<b>07</b>	1	3		4
<b>08</b>	1	3		4
<b>09</b>	1	3		4
<b>10</b>	4	4	4	12
<b>11</b>	4	4	4	12
<b>12</b>	1			1
<b>13</b>	1			1
<b>14</b>	3			3
<b>15</b>	3			3
<b>16</b>			2	2
<b>17</b>	1	3		4
<b>18</b>	1	3		4
<b>19</b>	1	3		4
<b>20</b>	1	3		4
<b>21</b>	4	4	4	12
<b>22</b>	4	4	4	12
<b>Paper total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>