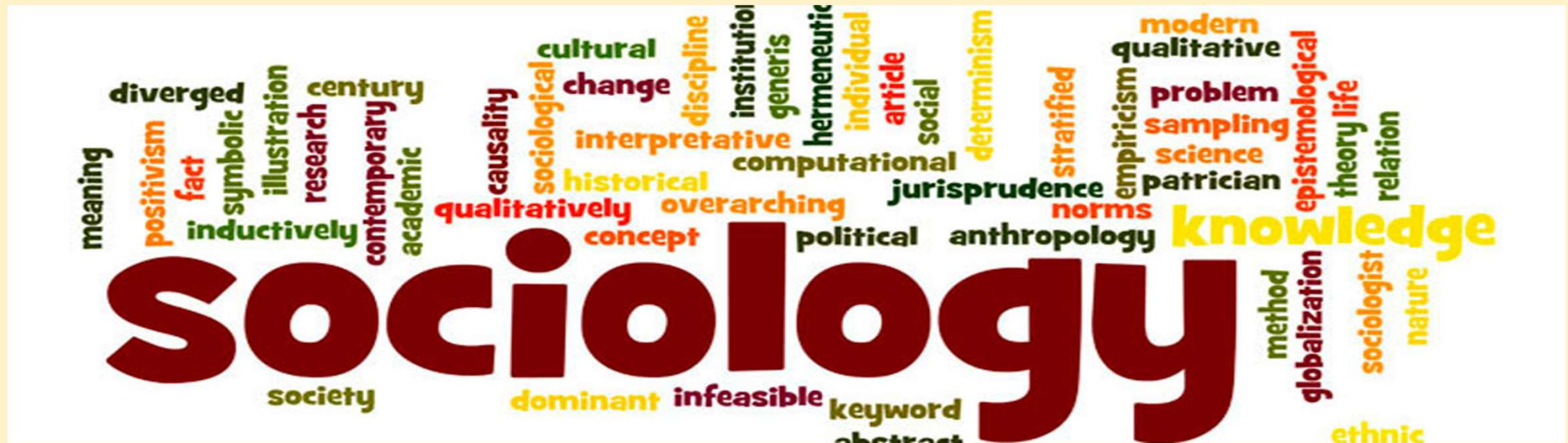


What are you doing well in your essays?
What do you need to improve?



Essay Skills

OCR Sociology



Introduction

- Sociology is an essay based subject so it is really important that you feel confident with writing extended answers (in others words - essays!)
- Remember that Sociology is a subject that you need to practice to develop the necessary skills.



What the spec says (and what it means):

The Specification	In other words...
Assessment Objective 1 (A01): demonstrate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.	Can you identify and describe things that relate to sociology/exam questions?
Assessment Objective 2 (A02): Apply sociological theories, concepts, evidence and research methods to a range of issues	Can you effectively use information to make a point? E.g., apply data from a source.
Assessment Objective 3 (A03): Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgements • draw conclusions	Can you provide strengths and weaknesses? Also can you provide balanced argument?

Essentials

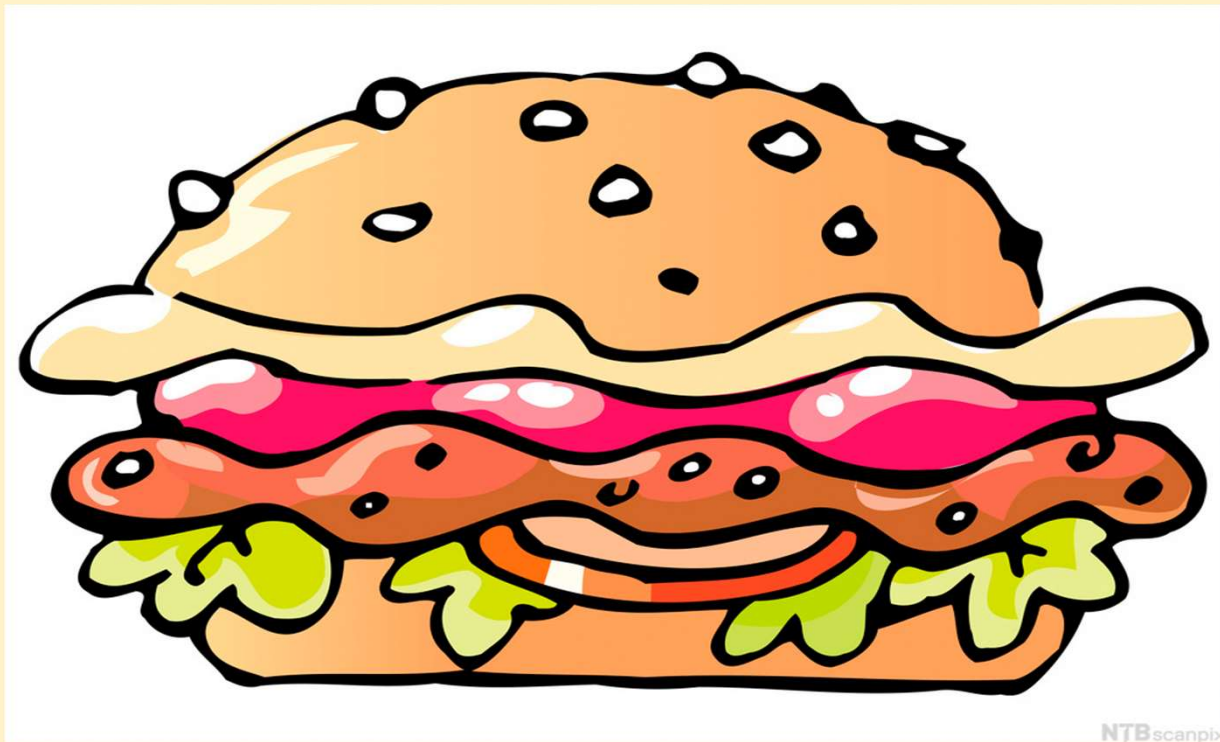
- To achieve the best marks possible, your essay **MUST** have structure:
 - Introduction
 - Main
 - Conclusion
- There must be a **FLOW** - so ideas link together.
- Good essays contain signposts - giving the reader a reminder of where you are going/where you have been (i.e., linking to the question).

Paragraph structure



- Use PEEL
 - Point
 - Evidence
 - Explain/ Evaluate
 - Link (back to the question)

Burger analogy for longer questions



Your essay should resemble a burger:

- Top bun: introduction
- Meat, cheese and salad: three to four paragraphs with the essay's main content.
- Bottom bun: conclusion

Note - your conclusion **MUST** tie your essay together/add something new. **DON'T** simply repeat a point you've already made.

Paper 1: H580/01 Socialisation, culture and identity 90 minutes, 90 marks



You must answer all questions in section A
You only answer the family question in section B. You must answer all questions on this topic



On this paper you only have 1 minute per mark

Paper 1: H580/01 Socialisation, culture and identity 90 minutes, 90 marks

Section 1

Explain, using examples, (6 marks)

Using Sources A and B and your wider sociological knowledge, explain... (12 marks)

Outline and briefly evaluate the view that ... [20]*

Section 2 OPTION 1 Families and relationships

Outline two reasons for ... with examples. [12]*

Explain and briefly evaluate the view ... [16]*

Assess the view that ... [24]*

Explain, using examples, (6 marks)

AO1: Knowledge and understanding Up to two marks may be awarded for an **accurate explanation**.

AO2: Application Level 4: 4 marks Candidates show an excellent ability to apply sociological evidence. **Evidence/examples will be explicit and consistently related to the question.** Evidence/examples will be explicitly relevant to the explanation.

Therefore, it is important that your evidence/ example is very clearly linked to the question. BUG. Use the words in the stem. *“Explain, using examples, the concept of formal social control”*.

Using Sources A and B and your wider sociological knowledge, explain... (12 marks)

- AO1: 4 marks The candidate demonstrates an **excellent knowledge** and understanding of a **range of sociological material**; the material is generally accurate and **detailed**. Candidates draw fully upon information from the **source material and their wider knowledge**. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
- AO2: 7–8 marks The candidate demonstrates an excellent ability to **apply relevant sociological material**. The material is consistently and frequently **related to the question**. The candidate has explicitly applied **material both from the source and from elsewhere**.
- How is this different from the six marker?
- What would you do differently?

Q1) Explain, using examples, the concept of global culture. (6 marks)



The tribal system in Cameroon, West Africa.

Source B

The Cheyenne - a native American Indian culture

The Cheyenne believe that wealth, in the form of horses and weapons, is not to be kept by the owner, instead it is to be given away. Generosity is highly regarded and people who accumulate wealth and keep it for themselves are looked down upon. A person who gives does not expect an equal amount in return. The greatest gift the Cheyenne can receive is high status and respect for their generous actions.

2. Using Sources A and B and your wider sociological knowledge, explain the concept of cultural diversity (12 marks)
3. Using Sources A and B and your wider sociological knowledge, explain the concept of primary socialisation (12 marks)

Using Sources A and B and your wider sociological knowledge, explain the concept of cultural diversity (12 marks)

How are the marks divided on this question?

How long did you spend on this question? How many paragraphs?

What essay structure did you use?

How can you ensure you were focused on the question and stem?

NEXT: Self assess your timed essay using the marking grid.

OCR Mark Scheme for Using Sources A and B and your wider sociological knowledge, explain ... (12 marks)

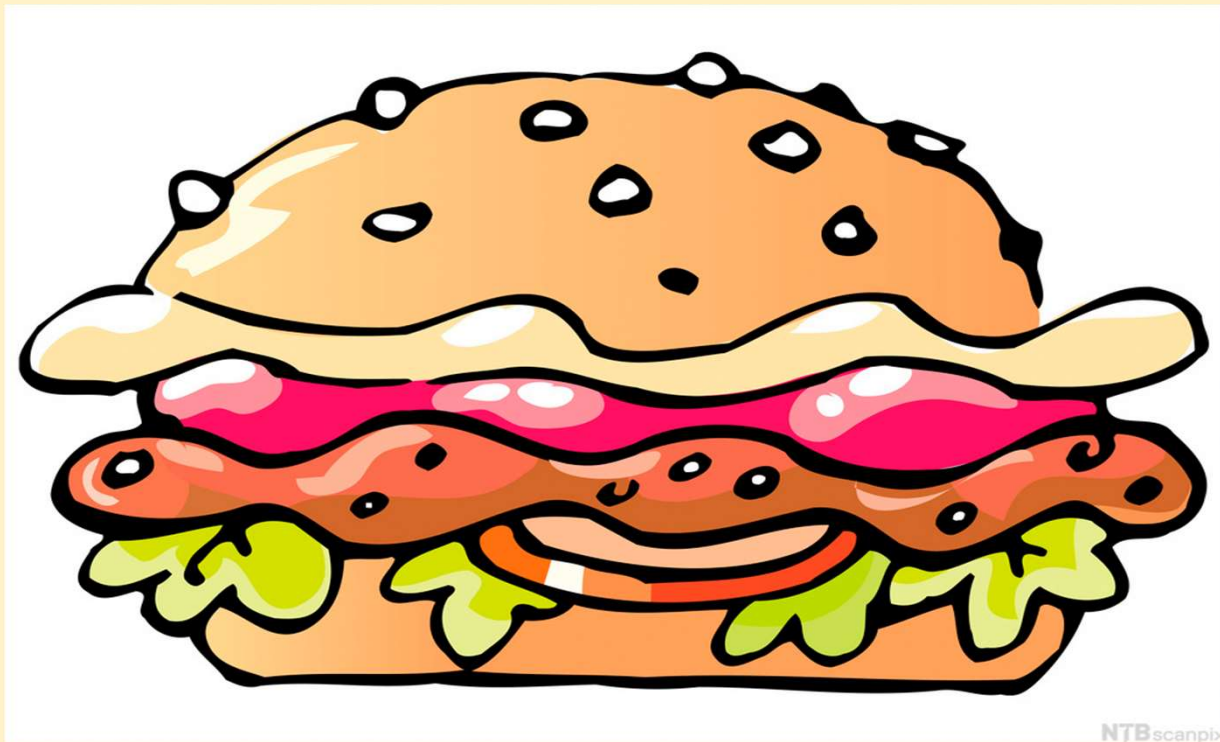


<u>Level</u>	<u>Marks</u>	<u>Knowledge + Understanding</u> <u>A01</u>	<u>Use of sources/ evidence</u>	<u>Application of the Material to the</u> <u>question. A02</u>	<u>Structure</u>
4	4 A01 7-8 A02	Excellent knowledge and understanding of a range of sociological material, generally accurate and detailed.	Candidates draw fully upon information from the source material and their wider knowledge.	Excellent ability to apply relevant sociological material, consistently and frequently related to the question. Explicitly applied material both from the source and from elsewhere.	Well-developed line of reasoning which is clear and logically structured which is relevant and substantiated
3	3 A01 5-6 A02	Good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped.	Candidates draw upon some information from the source material and their wider knowledge.	Good ability to apply sociological material, generally relevant but is explicitly related to the question only occasionally. The candidate has applied some material from both the source and elsewhere	Some structure, mostly relevant and supported by some evidence
2	2 A01 3-4 marks A02	Basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.	Candidates may draw upon some information from the source material and/or wider knowledge.	Basic ability to apply sociological material, mainly implicitly and lacks focus on the question. The response may be generalised. The candidate has either made use of material from the source or from elsewhere.	Some relevance and is presented with limited structure. Which is supported by limited evidence.
1	1 A01 1-2 A02	Limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.	The candidate may/may not draw upon information from the source material and/or wider knowledge, or the source material is simply recycled.	Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.	Information is basic and communicated in an unstructured way. Limited evidence and the relationship to the evidence may not be clear.
0	0	No relevant points		No relevant points	No relevant points
		WWW	EBI	Next steps	

Outline and briefly evaluate the view that ... [20]*

- AO1: 7–8 marks The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a **well-developed line of reasoning** which is clear and logically structured. The information presented is relevant and substantiated.
- AO2: Application Level 4: 7–8 marks The candidate demonstrates an excellent ability to apply **relevant sociological material**. The material is consistently and frequently related to the question.
- AO3: 4 marks The candidate demonstrates an excellent ability to **analyse and evaluate sociological material**. Analysis and evaluation are sustained with a **range of strengths and weaknesses discussed**, giving the response a reflective tone. The candidate reaches a credible and **fully supported critical conclusion**.
- Knowledge and relevant sociological material carries the highest marks, but if you signpost carefully you can get A03 credit for evaluation with your evidence. Give a conclusion!

Burger analogy for longer questions



Your essay should resemble a burger:

- Top bun: introduction
- Meat, cheese and salad: three to four paragraphs with the essay's main content.
- Bottom bun: conclusion

Note - your conclusion **MUST** tie your essay together/add something new. **DON'T** simply repeat a point you've already made.

Family questions



How is this different from your Using Sources A and B question?
What would you include in this essay?

Outline two reasons for the changes in family structures since women have become involved in paid work and illustrate your answer with examples. (12 marks)

Outline two reasons for the changes in family structures since women have become involved in paid work and illustrate your answer with examples. (12 marks)

- Answers may include the following and/or other relevant points:
- financial independence for women
- impact of feminist ideas
- glass ceiling preventing women accessing top positions
- the nature of women's paid work, eg types, pay, job security, part-/full-time
- women giving birth later
- the decline in average family size
- rise in the average age of first marriage
- joint conjugal roles/domestic division of labour/power and decision-making among couples.

Outline two reasons for ... with examples. [12]*

- A01 7–8 The candidate demonstrates an excellent knowledge and understanding of **a range of sociological material**; the material is generally accurate and detailed. There is a **well-developed line of reasoning** which is clear and logically structured. The information presented is relevant and substantiated.
- A02 4 The candidate demonstrates an excellent ability to apply relevant sociological material. The material is **consistently and frequently related to the question**.
- **TOP TIP: Signpost, divide your paragraphs to make the two reasons separate. BUG.**

Outline two reasons for the changes in family structures since women have become involved in paid work and illustrate your answer with examples. (12 marks)

<u>Point One</u>	<u>Point Two</u>
Point :	Point :
Explanation of the point (How has this influenced the family structure?)	Explanation of the point (How has this influenced the family structure?)
Evidence for this Point: (Statistical evidence or factual sociological evidence that demonstrates that their increased involvement in work has influenced the family)	Evidence for this Point: (Statistical evidence or factual sociological evidence that demonstrates that their increased involvement in work has influenced the family)
Analysis of your point (Are these points significant or is there contrary evidence?)	Analysis of your point (Are these points significant or is there contrary evidence?)

This is one method of answering the 12 mark questions.

What do you need to focus on?

How can you make sure you don't lose focus?

Where do many students go wrong on this question?

Can you see how different the A02 weighing is different between the 12 markers!

OCR Mark Scheme for Outline two reasons for..... with examples. (12 marks)

<u>Level</u>	<u>Marks</u>	<u>Points (2) A01</u>	<u>Knowledge + Understanding A01</u>	<u>Application of the Material to the question. A02</u>	<u>Analysis A02</u>
4	7-8 A01 4 A02	Two reasons are clearly raised which are accurate and detailed and well supported.	Excellent knowledge and understanding of a range of sociological material.	Excellent ability to apply relevant sociological material. Frequently related to the question.	Well-developed line of reasoning which is clear and logically structured
3	5-6 A01 3 A02	Two reasons raised which are in the most-part relevant and supported by some evidence.	Good knowledge and understanding of either a range of sociological material or some material in detail but underdeveloped.	Good ability to apply sociological material. Explicitly related to the question only occasionally.	There is a line of reasoning presented with some structure
2	3-4 A01 2 A02	Points raised but they are fairly basic in detail. The information has some relevance and is supported by limited evidence	Basic knowledge and understanding of some sociological material but lacks range and detail.	Basic ability to apply sociological material. Lacks focus on the question. The response may be generalised.	The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and is presented with limited structure.
1	1-2 A01 1 A02	One or two points raised but are supported by limited evidence and the relationship to the evidence may not be clear.	Limited knowledge and understanding of sociological material. Very little relevant sociological material is presented	Limited ability to apply sociological material. Marginal relevance.	the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way.
0	0	No relevant points	No relevant points	No relevant points	No relevant points

From the mark scheme what area do you need to work on?

Explain and briefly evaluate the view ... [16]*

- A01 7–8 The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated
- A02 4 The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
- A03 4 The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion

OCR 16 mark essay

marking grid

Name on essay:

Name of marker:

Level	A01	Accuracy	A02	Application	A03	Evaluation
4	4	Excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.	4	Excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.	7-8	Excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	3	Good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped.	3	Good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.	5-6	Good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	2	Basic knowledge and understanding of some sociological material. The response lacks range, detail, and clarity at times and may contain some inaccuracies. The response may be partial and undeveloped.	2	Basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.	3-4	Basic ability to analyse and evaluate. A few generalised analytic and /or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative.
1	1	Limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.	1	Limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.	1-2	Limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
0	0	No relevant knowledge or understanding	0	No relevant application	0	No creditworthy material

Self-reflection: I think my overall level is because

WWW

Next steps: In my next essay I need to....

Mark Awarded before DIRT

Mark awarded After DIRT

Mark following teacher feedback (TIM)

EBI

Use the marking grid to assess the students answers

Childhood has become the most important time in a person's life and in the UK we are very child-centred but this wasn't always the case. A sociologist studied pictures of children before the industrial times and found that children did not have a childhood; they were seen as mini adults. This is why many sociologists argue that childhood is socially constructed.

Postman says that childhood is disappearing at a dazzling speed. In the past there was a clear distinction between childhood and adulthood but now the relationship has become blurred. Children wear the same clothes as adults, for example young girls wearing crop tops. Children and their parents use the same technology they will both have I-pads, this means children can access adult things they shouldn't be like porn. However there are parental control locks on TV and PS's so parents can prevent their children from seeing adult things proving the relationship is not blurring. The New Right think that children should be very different to adults.

In the past parents used to be the main influence on children and there was a close relationship. The parents took all the responsibility for socialising the children however nowadays this relationship is different. The media has become more important and children have more access to this than ever before. Postmodernists say we live in a media saturated society so media will be important to children as they watch a lot of TV.

There are reasons that show the relationship between parents and children are changing.

Read student A's answer
How many marks would you give?

What the examiner said

- **A01** – 4 out of 8 marks **A02** – 2 out of 4 marks **A03** – 2 out of 4 marks Total = 8 out of 16 marks
- **Commentary** This answer demonstrates basic knowledge and understanding, the material is not very relevant as it focused more on the how childhood has changed / is socially constructed, rather than the relationship between parents and children. Where the answer does focus on the question, it lacks sociological evidence. There is a basic ability to analyse and evaluate and evaluative statements are under developed. The conclusion is a summative statement.
- **How the answer could be improved** The use of more sociological evidence would improve this answer with more sustained and developed evaluation. The answer also needs a fully supported critical conclusion, this could make use of the Postman point and the notion of childhood disappearing because children now have access to the adult world.

Now read student B
How many marks would you
give this and why?

It is clear to see that there have been changes to relationships between parents and children in the UK, the biggest factor to support this is the notion in the past that children had no legal rights or power. In the contemporary UK there is so much emphasis now on protecting children.

A01 – 8 out of 8 marks A02 – 4 out of 4 marks A03 - 4 out of 4 marks

Total = 16 out of 16 marks

Commentary

The answer displays excellent sociological knowledge and is generally detailed and accurate. It is clear and logically structured. Relevant sociological material is applied to meet the demands of the question. The candidate has made three statements of evaluation which offers a reflective tone. The candidate reaches a fully supported critical conclusion.

How the answer could be improved

The evaluative point in the middle paragraph could be further developed.

Assess the view that ... [24]*

A01 7–8 The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

A02 7–8 The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.

A03 7–8 The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.

So what have you learnt?

- Essay structure and focus on question is important.
- Breaking your essay down into simple PEEL paragraphs makes sure you are covering the key components.
- Key words and names add to demonstrating your knowledge
- You must balance your argument.
- The conclusion should not just repeat what you already said, it must add and link back to question.

Paper 1 learning objective

ASSESSMENT OBJECTIVES GRID

*(*includes quality of extended responses)*

Question	AO1	AO2	AO3	Total
1	2	4		6
2*	4	8		12
3*	8	8	4	20
4*, 7 & 10	8	4		12
5*, 8 & 11	8	4	4	16
6*, 9 & 12	8	8	8	24
Totals	38	36	16	90

Section A

38 marks

38 minutes

1– 2 AO1 + 4 AO2 (6 mins)

2 well developed points

2- 4AO1, 8AO2 (12 mins)

2- 3 well developed points

3- 8AO1, 8AO2 + 4AO3 (20 mins)

At least 3 well developed and evaluated points with a reflective conclusion

SECTION A

Answer all the questions in Section A.

1 Explain, using examples, the concept of formal social control.

[6]

Source A



Source B

Some sociologists believe that the media have changed the way that people experience culture. They argue that the media have a strong influence on spreading ideas across the world and that this can change a society's norms and values.

2 Using Sources A and B and your wider sociological knowledge, explain the concept of global culture. [12]*

3 Outline and briefly evaluate the view that social class is a strong influence on an individual's identity. [20]*

Section B

52 marks
52 minutes

OPTION 1

Families and relationships

- 4 Outline two reasons for the increase in non-family households and illustrate your answer with examples. [12]*
- 5 Explain and briefly evaluate the view that relationships between parents and children are changing. [16]*
- 6 Assess the view that the roles of men and women in the family have changed. [24]*

4– 8 AO1 + 4 AO2 (12 mins)

2 well developed points

5- 8 AO1, 4AO2 4 AO3 (16 mins)

3 well developed points with a reflective conclusion

6- 8AO1, 8AO2 + 8 AO3 (24 mins)

At least 3 well developed and evaluated points with a reflective conclusion

A03 is only required in Q3, 5 + 6

How can we tell that we need to evaluate and use conclusion?

Section 1

Explain, using examples, (6 marks)

Using Sources A and B and your wider sociological knowledge, explain... (12 marks)

Outline and briefly evaluate the view that ... [20]*

Section 2 OPTION 1 Families and relationships

Outline two reasons for ... with examples. [12]*

Explain and briefly evaluate the view ... [16]*

Assess the view that ... [24]*

A03 is only required in Q3, 5 + 6

How can we tell that we need to evaluate and use conclusion?

Section 1

Explain, using examples, (6 marks)

Using Sources A and B and your wider sociological knowledge, explain... (12 marks)

Outline and briefly evaluate the view that ... [20]*

Section 2 OPTION 1 Families and relationships

Outline two reasons for ... with examples. [12]*

Explain and briefly evaluate the view ... [16]*

Assess the view that ... [24]*

Advise
Analyse
Assess
Examine
Explain
Compare and contrast
Consider
Critically assess
Discuss
Evaluate
Examine
Justify

OCR Command words

Assessment objective - Recall, select and communicate

- Define
- Describe
- Explain
- Give
- Identify
- Name
- Outline
- State
- What is meant by

Assessment objective - Apply knowledge, understanding and skills

- Apply
- Calculate
- Demonstrate
- Describe
- Examine
- Explain
- Give
- Give an example
- Graph
- Identify
- Name
- How
- Show how
- Using
- Using examples
- What would be the benefits/costs of
- What trends
- Which
- Why

Assessment objective - Analyse and evaluate

- Advise
- Analyse
- Assess
- Assess the relative importance
- Calculate
- Compare and contrast
- Consider
- Critically assess
- Discuss
- Evaluate
- Examine
- Explain
- Explain why
- Identify
- Justify
- Organise
- Predict
- Show how
- What
- What factors
- Which
- Why

How confident are you feeling now about answering questions on paper 1?



Paper 2 A Level Sociology H580/02 Researching and understanding social inequalities Sample Question Paper Time allowed: 2 hours 15 minutes: 105 marks



You must answer all questions from section A and all from section B



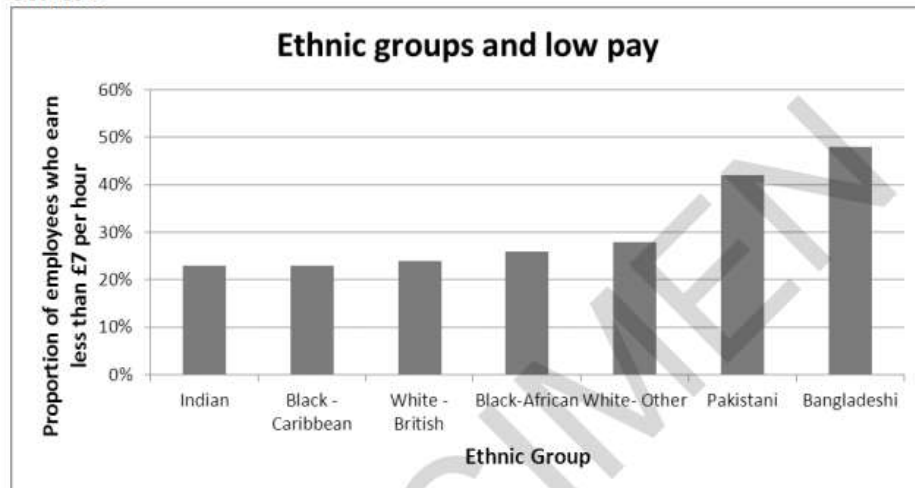
1 mark = 1.25 minutes

Paper 2 has two sources which link to questions in section A

SECTION A

Read the source material and answer **all** the questions in Section A.

Source A



Adapted from: *Labour Force Survey*, ONS; the data is the average for 2008 to 2010; UK; updated March 2011

Labour Force Survey (LFS) is the main government survey for analysis of the workforce, in terms of both the jobs people do and the characteristics of the people themselves.

Source B

Investigating attitudes of young people in poor neighbourhoods

Robert MacDonald and Jane Marsh carried out an ethnographic study of young people in a town they called East Kelby in Teesside, north-east England. They aimed to test the hypothesis put forward by the American New Right thinker Charles Murray (1994) that an underclass was emerging in the UK. Murray argued that the welfare system was encouraging the emergence of a class of people below the working class who did not work and lived off benefits. He argued that members of this underclass were characterised by irresponsible and anti-social behaviour, for example a failure by males to work and take responsibility for supporting children they had fathered, high rates of teenage pregnancy and lone mothers bringing up children on benefits.

MacDonald and Marsh wanted to focus on the outlook and values of young people in East Kelby using methods which would allow them to describe their own lives and their strategies for survival in their own words. They therefore chose to use a variety of methods to collect qualitative data. They chose the town of East Kelby as a case study because it had many of the characteristics of the kind of area in which Murray had suggested an underclass was developing, for example high levels of unemployment, poverty and educational under-achievement.

The research was carried out between 1998 and 2000 and used three methods. Firstly, 40 interviews were carried out with professionals working with young people, such as probation officers and youth workers. Secondly, Marsh carried out participant observation by visiting youth clubs, unwaged groups and Family Centres. She also talked to people on the street and those travelling around the area on the buses. Finally, semi-structured interviews were carried out with 88 young people aged between 15 and 25. Respondents were asked about their lives, how they reached their current situation and their views of their future and their neighbourhood. A second round of interviews was carried out a year later with about 60% of the original sample. The researchers lost contact with some of the original respondents because they had moved. MacDonald and Marsh concluded that most young people in East Kelby did not reject traditional work and family values in the way Murray claimed the underclass did. The young people were keen to find work and most regarded two parent families as the best way to bring up children. The authors argue that young people need opportunities for well-paid and secure jobs if they are to escape from poverty and social exclusion.

Adapted from J Blundell and J Griffiths (2008) *Sociology since 2000* Cocksbridge: Connect Publications.

Types of question on paper 2

SECTION A

- Summarise the data shown in Source A. [4]
- With reference to Source B explain two reasons why... [6]
- With reference to Source A explain one strength and one weakness of ...[10]
- Using Source B and your wider sociological knowledge assess...[25]

SECTION B

- Outline the evidence that ...[20]
- 'Women continue to be unequal to men because we still live in a patriarchal society.' Discuss. [40]

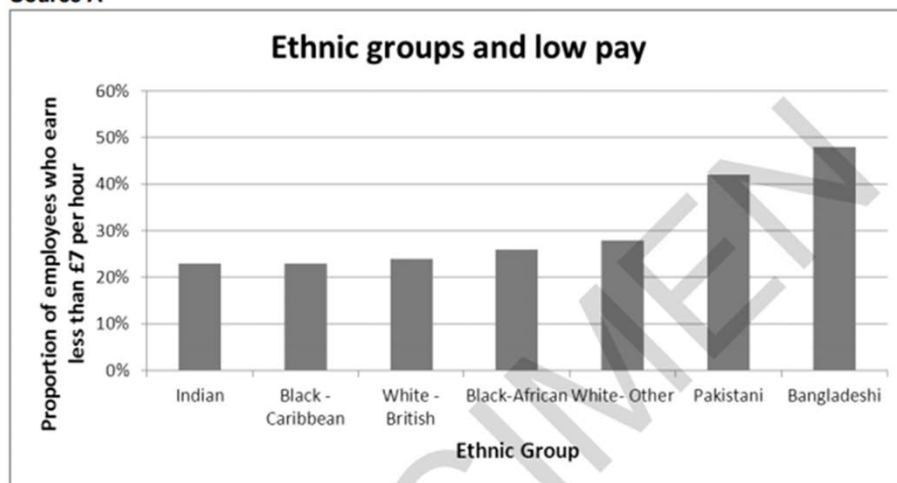
Sample question

Level 4 : excellent
Level 3: good
Level 2: Basic
Level 1: Limited

SECTION A

Read the source material and answer **all** the questions in Section A.

Source A



Adapted from: *Labour Force Survey*, ONS; the data is the average for 2008 to 2010; UK; updated March 2011

Labour Force Survey (LFS) is the main government survey for analysis of the workforce, in terms of both the jobs people do and the characteristics of the people themselves.

Summarise the data shown in Source A. High band – Sample answer

Source A shows that ethnic inequality exists when measuring low pay: some ethnic groups are more likely than others to earn less than £7 an hour. For example, in 2011, around 47% of Bangladeshi employees earn less than £7 an hour (the highest % in the source) compared to around 22% of Indian employees, (the lowest % in the source) this is a significant 25% difference.

AO2 – 3 out of 4 marks

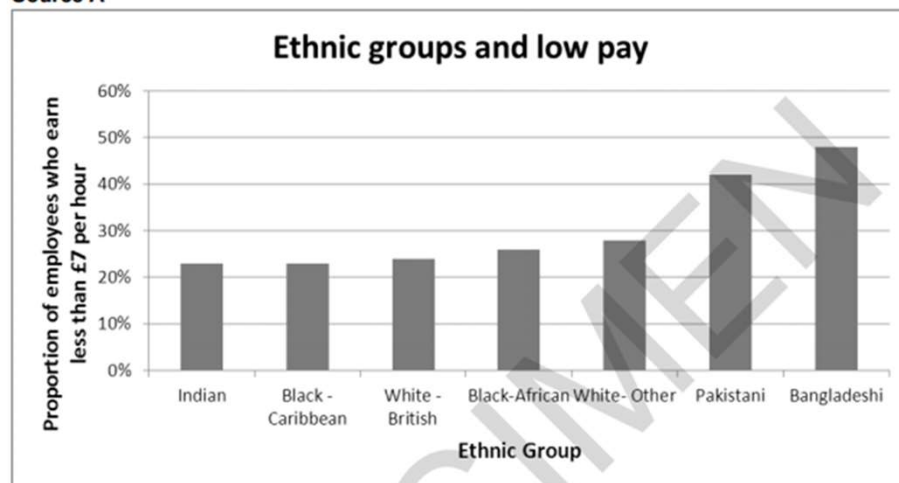
What is needed for full marks?

Sample question

SECTION A

Read the source material and answer **all** the questions in Section A.

Source A



Adapted from: *Labour Force Survey*, ONS; the data is the average for 2008 to 2010; UK; updated March 2011

Labour Force Survey (LFS) is the main government survey for analysis of the workforce, in terms of both the jobs people do and the characteristics of the people themselves.

Summarise the data shown in Source A.

High band – Sample answer

Source A shows that ethnic inequality exists when measuring low pay: some ethnic groups are more likely than others to earn less than £7 an hour. For example, in 2011, around 47% of Bangladeshi employees earn less than £7 an hour (the highest % in the source) compared to around 22% of Indian employees, (the lowest % in the source) this is a significant 25% difference.

AO2 – 3 out of 4 marks

How the answer could be improved The answer could have mentioned how Pakistani data was similar to Bangladeshi. These two groups stand out as two groups in a similar situation on the low pay issue.

With reference to Source B explain two reasons why... [6]

- **AO1: Knowledge and understanding**

- 2 marks The candidate shows a clear understanding of two reasons.
- 1 mark The candidate clearly explains one reason or shows a partial understanding of two reasons.
- 0 marks No relevant knowledge or understanding.

- **AO2: Application**

- Level 4: 4 marks The candidate shows an excellent ability to apply evidence with a clear ability to support both reasons with material from Source B.
- Level 3: 3 marks The candidate shows a good ability to apply evidence from Source B, for example by showing a clear ability to support one reason and some evidence to support a second.
- Level 2: 2 marks The candidate shows a basic ability to apply evidence from Source B, for example by using evidence to clearly support one of the reasons cited or showing some ability to support two reasons with evidence.
- Level 1: 1 mark The candidate shows a limited ability to apply evidence from Source B to support their reasons, for example a brief reference to one or more of the methods used in the study.
- 0 marks No relevant application of material from Source B.

With reference to Source B explain two reasons why... [6]

- **AO1: Knowledge and understanding**
- 2 marks The candidate shows a clear understanding of two reasons.
- 1 mark The candidate clearly explains one reason or shows a partial understanding of two reasons.
- 0 marks No relevant knowledge or understanding.
- **AO2: Application**
- Level 4: 4 marks The candidate shows an excellent ability to apply evidence with a clear ability to support both reasons with material from Source B.
- Level 3: 3 marks The candidate shows a good ability to apply evidence from Source B, for example by showing a clear ability to support one reason and some evidence to support a second.
- Level 2: 2 marks The candidate shows a basic ability to apply evidence from Source B, for example by using evidence to clearly support one of the reasons cited or showing some ability to support two reasons with evidence.
- Level 1: 1 mark The candidate shows a limited ability to apply evidence from Source B to support their reasons, for example a brief reference to one or more of the methods used in the study.
- 0 marks No relevant application of material from Source B.

So many types of question! 😞
How is the different from the 12
mark source/ 12 mark two reasons
questions?

Question 2 With reference to source B, explain two reasons why some sociologists use mixed methods when conducting sociological research.

- Mixed methods refers to a researcher using a range of methods for the same study. For example, the study in the source made use of interviews, participant observation and semi-structured interviews.
- One reason why sociologists use mixed methods is to verify findings. One method can be a validity “check” on another. For example, the data collected by MacDonald and Marsh in the interviews can be verified with the data collected in the participant observation. Is what the youth workers said in the interviews “backed up” by what was actually observed in the participant observation?
- A second reason why sociologists use mixed methods is to increase the opportunity to uncover unexpected data. Carrying out three methods rather than one allows opportunity for a sample to share answers/observations that the researcher did not expect to see. For example, asking the views of both the young unemployed and the service providers may provide deeper and unexpected data. This is an Interpretivist validity strength: the researcher should avoid relying on just one method that might be overly based on what the researcher expected to find.

How many marks would you give this answer?

Question 2 With reference to source B, explain two reasons why some sociologists use mixed methods when conducting sociological research.

- AO1 – 2 out of 2 marks AO2 – 3 out of 4 marks Total = 5 out of 6 marks
- **Commentary** Excellent first reason showing clear understanding and specific reference to the source. The second point is a reasonable point; it makes explicit reference to the source but could have been developed further.
- **How the answer could be improved** Refer to how each point can be illustrated by the study in source B for full marks.
- With this information DIRT the answer!

With reference to Source A explain ONE strength and ONE weakness of

- **AO2: Application**

- Level 4: 4 marks Excellent ability to apply data from Source A, clear application of source material in relation to both the strength and the weakness identified.
- Level 3: 3 marks Good ability to apply data from Source A, an attempt to apply the source material in relation to both the strength and the weakness identified but it is likely to be unbalanced.
- Level 2: 2 marks Basic ability to apply data from Source A, a clear application of source material in relation to either an identified strength or weakness or a less clear attempt to apply data to both
- Level 1: 1 mark Limited ability to apply data from Source A, some attempt to apply at least one aspect of the data but it will lack clarity or be of marginal relevance

With reference to Source A explain ONE strength and ONE weakness of

- **A03: Analysis and evaluation**
- Level 4: 5–6 marks Excellent ability to evaluate, in terms of both a strength and a weakness. The points should be clearly developed with reference to the study of inequalities
- Level 3: 4 marks Good ability to evaluate, in terms of both a strength and a weakness but the development of the evaluation is likely to be uneven in terms of coverage of the two points. There should be some reference to the study of inequalities between ___ groups.
- Level 2: 2–3 marks Basic ability to evaluate, a less developed evaluation of both a strength and a weakness or a clear and developed evaluation in terms of either a strength or a weakness.
- Level 1: 1 mark Limited ability to evaluate, a less developed evaluation in terms of either a strength or a weakness.
- 0 marks No relevant evaluation

Using Source B and your wider sociological knowledge assess the usefulness of _____ research methods for investigating _____ [25] level 4 marks scheme

AO1: Knowledge and understanding Level

4–5 marks Excellent knowledge and understanding, some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate. Well–developed line of reasoning which is clear and logically structured.

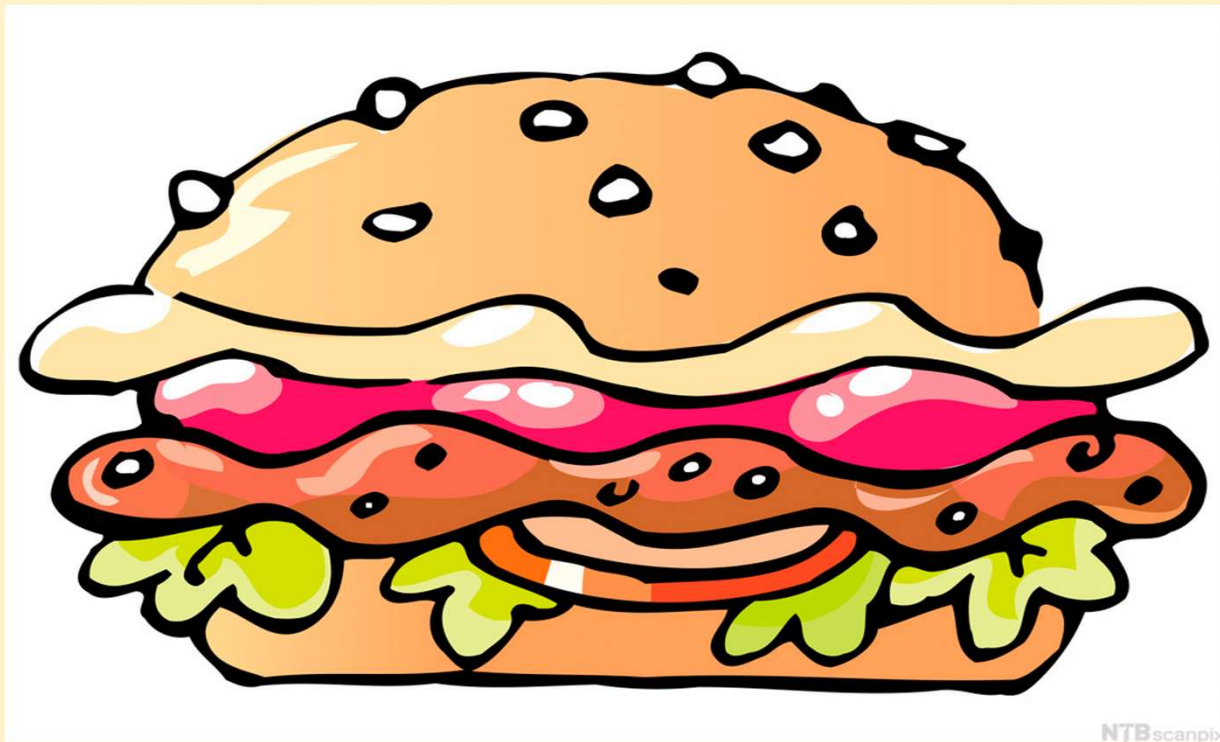
AO2: Application

4–5 marks The candidate shows an excellent ability to apply sociological theories, concepts and evidence to the uses of ethnographic methods in sociological research. The candidate has explicitly applied material both from the source and from elsewhere. The material is related to the question.

AO3: Analysis and evaluation

12–15 marks Excellent ability to evaluate and analyse the usefulness of _____ methods for investigating (link to Q) Range of explicit and relevant points evaluating with some comparison with other methodologies. There will be a discussion of _____ methods for the purpose of the research. The evaluation will be sustained, balanced and the discussion will be related to the research context. There should be an explicit conclusion about the value of this method in this context. At the bottom of the band there will be a slightly narrower range of points and points will be less fully developed.

Burger analogy for longer questions



Your essay should resemble a burger:

- Top bun: introduction
- Meat, cheese and salad: three to four paragraphs with the essay's main content.
- Bottom bun: conclusion

Note - your conclusion **MUST** tie your essay together/add something new. **DON'T** simply repeat a point you've already made.

Use paper 2 marks scheme to mark student A and B How marks would you give and why?

Question 4 Using source B and your wider sociological knowledge assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. [25]

Question 4 Using source B and your wider sociological knowledge assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. [25] Student A

- AO1 – 3 out of 5 marks AO2 – 3 out of 5 marks AO3 – 9 out of 15 marks Total = 15 out of 25 marks
- **Commentary** There is some good understanding of ethnographic research. Some reference is made to Positivist theory. It is a clear and accurate answer with a good line of reasoning. There is good use of the source. In terms of AO2, application there is some reference to the source but not consistently throughout. A range of evaluation points are made (AO3), some well-developed (for example it is hard for researchers to 'join in' with the sample). Other evaluation points are less well developed, for example on reliability.
- **How the answer** could be improved The point on reliability is very brief, this needed to be expanded to consider why the method is hard to repeat, for example it depends on personal skills/characteristics of the researcher. The answer needed less time spent on describing the findings of the study in the source and should have focused more on evaluation skills, AO3. No credit is given for simply copying out the text in the source again. This response is theoretically weak. When Positivism is used, refer also to Interpretivist views on methods in order to create a balanced and more detailed response.

Question 4 Using source B and your wider sociological knowledge assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. [25] Student B

- AO1 – 5 out of 5 marks AO2 – 5 out of 5 marks AO3 – 13 out of 15 marks Total = 23 out of 25 marks
- **Commentary** A range of points are given concerning nature, purpose and use of ethnographic methods. There is a range of knowledge and understanding of methodological issues which are all explicitly applied and related to the question. The references made to Interpretivism and Positivism are relevant and logical. There is sustained evaluation, thorough use of key concepts: validity, reliability, representativeness and generalisability. The answer is well contextualised, with constant references made to the source throughout. Wider methodological issues are raised through discussing other studies (Will, Murray) but these are explicitly linked to the specific question and methodological issues being discussed. This is a very well balanced response.
- **How the answer could be improved** There could be more substantial comparisons to alternative methods. For example there is only a brief mention of 'less probing questionnaires' but this could have been developed a little.

Outline the evidence that ...

- AO1: Knowledge and understanding

10–12 marks Excellent knowledge and understanding of ways that inequality _____. The response demonstrates a degree of depth and breadth of understanding of a range of sociological material with some focus on sociological evidence together with knowledge of relevant concepts and theories; the material is generally accurate. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

- AO2: Application

7–8 marks The candidate shows an excellent ability to apply sociological knowledge. The material is explicitly and consistently related to the question

Discuss questions

- AO1: 13–16 marks Excellent knowledge and understanding of a range of sociological material in some depth, including clear understanding sociological concepts and theory; the material is generally accurate. At the bottom of the band material may be slightly less developed in terms of either breadth or depth. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
- AO2: 7–8 marks Excellent ability to apply sociological knowledge and evidence both for and against the view that (link to statement). The material is explicitly and consistently related to the question
- AO3: 13–16 marks Excellent ability to evaluate and analyse the view that (link to statement). Responses will include a range of sustained and explicit evaluative arguments with a reflective tone throughout. There will be a discussion of different theoretical approaches with a critical conclusion about the value of approaches based on _____. The evaluation will be balanced. At the bottom of the band the evaluation may be lacking depth and/or detail at times

Paper 2 is more equally divided and evaluation is required more than paper 1

Question	AO1	AO2	AO3	Total
1		4		4
2	2	4		6
3		4	6	10
4*	5	5	15	25
5*	12	8		20
6*	16	8	16	40
Totals	35	33	37	105

Section A

45 marks

55 minutes

1 – 4 A02 (5 mins)

2 developed points

2- 2A01, 4A02 (7.5 mins)

2 very well developed points

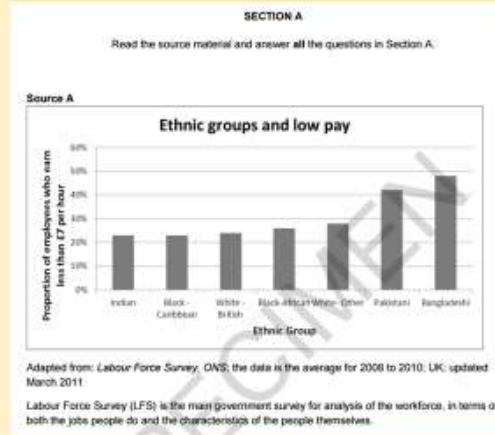
3- 4A02 + 6 A03 (12.5 mins)

At least 3 well developed and evaluated points with a reflective conclusion

4- 5A01, 5A02 and 15A03 (30 minutes)

At least 4 well developed and evaluated points with a reflective conclusion

Paper 2 has two sources which link to questions in section A



Source B

Investigating attitudes of young people in poor neighbourhoods

Robert MacDonald and Jane Marsh carried out an ethnographic study of young people in a town they called East Kelby in Teesside, north-east England. They aimed to test the hypothesis put forward by the American New Right thinker Charles Murray (1994) that an underclass was emerging in the UK. Murray argued that the welfare system was encouraging the emergence of a class of people below the working class who did not work and lived off benefits. He argued that members of this underclass were characterised by irresponsible and anti-social behaviour, for example a failure by males to work and take responsibility for supporting children they had fathered, high rates of teenage pregnancy and lone mothers bringing up children on benefits.

MacDonald and Marsh wanted to focus on the outlook and values of young people in East Kelby using methods which would allow them to describe their own lives and their strategies for survival in their own words. They therefore chose to use a variety of methods to collect qualitative data. They chose the town of East Kelby as a case study because it had many of the characteristics of the kind of area in which Murray had suggested an underclass was developing, for example high levels of unemployment, poverty and educational under-achievement.

The research was carried out between 1998 and 2000 and used three methods. Firstly, 40 interviews were carried out with professionals working with young people, such as probation officers and youth workers. Secondly, Marsh carried out participant observation by visiting youth clubs, unwaged groups and Family Centres. She also talked to people on the street and those travelling around the area on the buses. Finally, semi-structured interviews were carried out with 88 young people aged between 15 and 25. Respondents were asked about their lives, how they reached their current situation and their views of their future and their neighbourhood. A second round of interviews was carried out a year later with about 60% of the original sample. The researchers lost contact with some of the original respondents because they had moved. MacDonald and Marsh concluded that most young people in East Kelby did not reject traditional work and family values in the way Murray claimed the underclass did. The young people were keen to find work and most regarded two parent families as the best way to bring up children. The authors argue that young people need opportunities for well-paid and secure jobs if they are to escape from poverty and social exclusion.

Adapted from J Blundell and J Griffiths (2008). Sociology since 2000 Cocksbridge: Connect Publications.

- 1 Summarise the data shown in Source A. [4]
- 2 With reference to Source B explain **two** reasons why some sociologists use mixed methods when conducting sociological research. [6]
- 3 With reference to Source A explain **one** strength and **one** weakness of using official statistics to study inequalities between ethnic groups. [10]
- 4* Using Source B and your wider sociological knowledge assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. [25]

Section B

45 marks

55 minutes

SECTION B

Answer **all** the questions in Section B.

5* Outline the evidence that inequality significantly reduces the life chances of the working classes.

[20]

6* 'Women continue to be unequal to men because we still live in a patriarchal society.' Discuss.

[40]

5- 12 AO1 + 8AO2 (25 mins)

At least 3 well developed points with a conclusion (not on spec but I think it is needed)

6- 16A01, 8A02 and 16A03 (30 minutes)

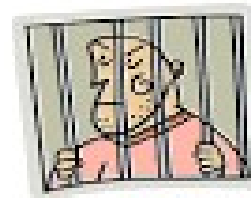
At least 4-5 well developed and evaluated points with a reflective conclusion

Paper 3 A Level Sociology H580/03 Debates in contemporary society Sample Question Paper
Time allowed: 2 hours 15 minutes 105 marks



You must answer ALL section A questions
You only answer the Crime and Deviance questions
in section B

Crime & Deviance



1 mark = 1.25 minutes

A Level Sociology H580/03 Debates in contemporary society Sample Question Paper

Time allowed: 2 hours 15 minutes 105 marks

Source A

Digital technologies have created many new products which have been adopted widely. A recent study has suggested that digital social communication is having a significant impact on our lives. Our social networks are being extended and we are reaching a much wider range of people. This seems to be giving more power to ordinary people to both create and receive different types of communication, from sharing events to distributing music. In addition we are building new digital communities that bring people together from many different social backgrounds and cultures. This may be reducing social inequality by breaking down the barriers between people.

Source B

Who needs social media and mobile phones?

I just don't agree with those people who say that digital technology and social media create better relationships, keep us in touch with family and friends, and help us to be safer.

If they do promote better relationships, why do young people's conversations rarely go beyond a few sentences? What is the impact on relationships when talking to someone else is interrupted by a call that 'cannot be missed'? Where is the real social interaction between people face-to-face? And what about cyber bullying and stalking? We are losing the ability to relate to one another properly.

A Level Sociology H580/03 Debates in contemporary society Sample Question Paper Time allowed: 2 hours 15 minutes 105 marks

- **SECTION A**

- 1 With reference to the Sources, explain ...[9]*
- 2 With reference to the Sources, to what extent has ...? [10]
- 3 'quote/statement' Evaluate this point of view. [16]

- **OPTION 1 Crime and deviance**

- 4 In what ways is ...? [10]*
- 5 To what extent are? [20]*
- 6 Outline and evaluate ...[40]*

With reference to the Sources, explain ...[9]*

- AO1: Knowledge and understanding Level 4: 5 marks The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. Candidates draw fully upon information from the source material and their wider knowledge. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
- AO2: Application Level 4: 4 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. The candidate has explicitly applied material both from the sources and from elsewhere.

With reference to the Sources, to what extent has digital social communication weakened social relationships? [10]

- AO1: Knowledge and understanding Level 4: 4 marks The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. Candidates draw fully upon information from the source material and their wider knowledge
- AO2: Application Level 2: 2 marks The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. The candidate has applied some material from both the source and elsewhere
- AO3: Analysis and evaluation Level 4: 4 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.

With reference to the Sources, to what extent has digital social communication weakened social relationships? [10]

Source B refers to how social relationships may be limited by online networks that we belong to. When people are sharing posts and messages they do not meet in person so they have an anonymous relationship that can lead to people stating very cruel comments and ideas. One case of this was in recent years when the woman who campaigned for Jane Austen to be the new person featured on the £10 note received rape and death threats from the public. It became hard for websites such as Twitter to chase up which users sent the abusive messages as people can sign in for an account very easily without genuine real details of names and contact points that can be followed up. At the moment, the law regarding what people can and can't state online is catching up with social media. Danah Boyd found some evidence of what source B refers to as cyberbullying such as young people using My Space website to regulate the definition of what is "cool" or not which leads to some users being ridiculed or excluded in some way. However, this study is rather dated as MySpace use has significantly declined in light of the websites that have overtaken it as the main choice of use.

How many marks would you give this students answer?
Use the marks scheme in paper 3

With reference to the Sources, to what extent has digital social communication weakened social relationships? [10]

AO1 - 4 out of 4 marks AO2 – 2 out of 2 marks AO3 - 1 out of 4 marks Total = 7 out of 10 marks

Commentary Generally accurate but a broader range of points needed for the higher levels. Source material is used and wider sociological knowledge. There is only one very brief evaluative statement so the answer scores low for AO3. The answer could have been improved with reference to key names/sociologists (see the mark scheme for details).

The answer references: Danah Boyd: 2007, "Why Youth (Heart) SNS: The role of networked publics in teenage social life" Youth Identity and Digital Media. MIT press.

‘Digital social communication has reduced social inequality.’ Evaluate this point of view. [16]

- AO1: Knowledge and understanding Level 4: 4 marks The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.
- AO2: Application Level 4: 4 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
- AO3: Analysis and evaluation Level 4: 7–8 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.

In what ways is deviance socially constructed?

- A01 6 The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated
- A02 4 The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.

To what extent are police recorded crime figures useful in measuring patterns and trends in crime?

A01 7–8 The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated

A02 4 The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.

A03 7–8 The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion

Outline and evaluate Marxist explanations of crime and deviance.

- A01 13–16 The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated
- A02 7–8 The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question
- A03 13–16 The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.

APPENDIX 4

Assessment Objectives (AO) Grid

(*includes quality of extended responses)

Question	AO1	AO2	AO3	Total
1*	5	4		9
2	4	2	4	10
3	4	4	8	16
4*, 7* & 10*	6	4		10
5*, 8* & 11*	8	4	8	20
6*, 9* & 12*	16	8	16	40
Totals	43	26	36	105

Section A

35 marks

45 minutes

1 – 5AO1 + 4 (11.25 mins)

2 developed points

2- 4AO1, 2AO2 and 4AO3(7.5 mins)

2 well developed points and a conclusion (not on spec)

3- 4AO1, 4AO2 + 8AO3 (20 mins)

At least 3 well developed and evaluated points with a reflective conclusion

SECTION A

Read the Source material and answer **all** the questions in Section A.

Source A

Digital technologies have created many new products which have been adopted widely. A recent study has suggested that digital social communication is having a significant impact on our lives. Our social networks are being extended and we are reaching a much wider range of people. This seems to be giving more power to ordinary people to both create and receive different types of communication, from sharing events to distributing music. In addition we are building new digital communities that bring people together from many different social backgrounds and cultures. This may be reducing social inequality by breaking down the barriers between people.

Source B

Who needs social media and mobile phones?

I just don't agree with those people who say that digital technology and social media create better relationships, keep us in touch with family and friends, and help us to be safer.

If they do promote better relationships, why do young people's conversations rarely go beyond a few sentences? What is the impact on relationships when talking to someone else is interrupted by a call that 'cannot be missed'? Where is the real social interaction between people face-to-face? And what about cyber bullying and stalking? We are losing the ability to relate to one another properly.

- 1 With reference to the Sources, explain how social media might extend social networks. [9]*
- 2 With reference to the Sources, to what extent has digital social communication weakened social relationships? [10]
- 3 'Digital social communication has reduced social inequality.' Evaluate this point of view, with reference to the Sources and your wider sociological knowledge [16]

Section B

60 marks

75 minutes

SECTION B

Answer **all** the questions in Section B.

5* Outline the evidence that inequality significantly reduces the life chances of the working classes. [20]

6* 'Women continue to be unequal to men because we still live in a patriarchal society.' Discuss. [40]

5- 8AO1, 4AO2 and 8A03 (25 mins)

At least 3 well developed points with a conclusion (not on spec but I think this is necessary for a 20 marker to pull your argument together)

6- 16AO1, 8AO2 + 16AO3 (50 mins)

At least 4-5 well developed and evaluated points with a reflective conclusion

In what ways is deviance socially constructed? [10]

How many marks?

The social construction of deviance means that it is a product of society. Society will create what is deviant and what is not. Marxists would argue that the most powerful groups in society will socially construct deviance to benefit themselves. The bourgeoisie make sure that their own values are reflected in the social construction and define behaviour which has no benefit to them as deviant such as rioting. This makes sure that they can maintain power and control.

Furthermore, labelling theorists such as Becker would argue that the mass media has a role to play in the social construction of deviance as the mass media control the news values and decide what to publish, and, in turn what the general public will see. Becker showed how moral entrepreneurs are responsible for defining the realms of acceptable behaviour. For example a moral crusade occurred over fox hunting and as such it was seen as a deviant act and then later criminalised under the hunting act of 2004.

We also cannot discount the role of the police in socially constructing deviance as they are our main agent of formal social control. As the police are on the streets making arrests they can focus on some groups more than others making them seem more deviant. Waddington discussed the canteen culture as part of police workplace norms and values: one of the values was racism. This means the police have developed racist cultural practices which focus on ethnic minorities, which then makes the statistics show that ethnic minorities are more deviant. This is therefore a socially constructed statistic based on police assumptions and may not be true.

Commentary

- This answer displays excellent knowledge and understanding of a range of sociological material. It is accurate and presents three detailed points supported by sociological evidence, including theories, studies, concepts and contemporary examples. The candidate shows excellent ability to apply relevant material to the question, staying focused throughout. The clear definition at the beginning helps set up the response.
- AO1 - 6 out of 6 marks AO2 – 4 out of 4 marks Total = 10 out of 10 marks

Outline and evaluate Marxist explanations of crime and deviance. [40]

Read the two student answers
First highlight in 3 colours A01, A02 and A03

Have they signposted that they are making a point (A01)? (16 marks available)

Have they signposted that they are applying knowledge by giving supporting evidence (A02)? (8 marks available)

Have they signposted that they are evaluating by claiming evidence is supporting/ criticising (A03)? (16 marks available)

What do you notice about the essay structure of both essays?

How many marks would you give?

What advice would you give to each student?

Question 6 Outline and evaluate Marxist explanations of crime and deviance.

[40]

Low band – Sample answer

The Marxist theory likes to focus on the middle and upper class as they think they are ignored. Marxists would argue the police spend their time looking into working class crime like street crime and robbery and that the middle class crimes like white collar crime get ignored.

Marxists would also argue that the upper classes use the law to their advantage because there are lots of laws that protect the interests of the ruling class, about property and wages. The upper classes are the ones who own lots of property and pay the wages so they benefit from it. Functionalists would say that this isn't true and actually laws are in place to protect everybody like murder. Functionalists think that there are six positive functions of crime and deviance and that some crime can be good for our society. Durkheim said one of the functions is bringing people together because if there is a crime people come together to help each other. Durkheim also said that too much is bad because it causes anomie.

White collar crime is crime that is committed in the workplace. A doctor could commit occupational crime because a doctor could mistreat a patient but Marxists would say that this sort of crime goes unnoticed because it is a doctor and they are middle class and they are trusted and respected. This means that they get away with all of the crimes they commit but if a working class person commits crime they will be arrested. Marxists argue this is not fair. Working class crime is focused on to make them into scapegoats.

Overall the Marxist perspective of crime tells us why working class crime is the focus in our society.

Marks: AO1 = 7 out of 16 marks AO2 = 4 out of 8 marks AO3 = 5 out of 16 marks

Total: 16 out of 40 marks

Commentary

This answer shows a basic knowledge and understanding of sociological material. There is little detail or supporting evidence on Marxist ideas, and a lack of range and depth. The candidate demonstrates a basic ability to evaluate with one underdeveloped evaluative statement. Issues into justice.

How the answer could be improved

The ideas presented, such as white collar crime and the creation of laws to benefit ruling class interests, could have been developed much more and supported with evidence. More

High band answer B

Commentary The candidate demonstrates an excellent knowledge and understanding of the Marxist perspective of crime using both classical and contemporary Marxist arguments. A range of different Marxist points are made. The material is accurate and detailed supported with sociological evidence, including studies, concepts and examples.

The answer is logically structured and there is an excellent ability to analyse and evaluate sociological material. Though most of the theoretical evaluation was in a paragraph towards the end, evaluation is also sustained throughout. There is a fully supported critical conclusion. Even with a slight lack of development in places, in the time allowed, this is enough to reach full marks.

Evaluate the Marxist views on class inequalities (40 marks)

- 6- 16A01, 8A02 and 16A03 (40-45 minutes)
- At least 4-5 well developed and evaluated points with a reflective conclusion