



Cambridge O Level

SOCIOLOGY**2251/14**

Paper 1

May/June 2021**MARK SCHEME**Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **20** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

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

From this it follows that we:

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

2 Presentation of mark scheme:

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

3 Calculation questions:

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

4 Annotation:

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

Question	Answer	Marks
1(a)	From <u>Source A</u> identify <u>two</u> problems suffered by the elderly patients. Acceptable responses: • memory loss • confused thinking • dementia • any other reasonable answer. One mark for each result correctly identified from Source A (up to a maximum of two).	2
1(b)	Identify <u>two</u> research methods that gather qualitative data. Possible answers: • unstructured interview; • semi structured interview; • observation; • field experiment; • case study; • focus groups/group interviews; • open ended questionnaire • any other reasonable response. One mark for each primary method correctly identified (up to maximum of two).	2
1(c)	Using information from <u>Source A</u>, describe <u>two</u> reasons why the data gathered might not be accurate. Possible answers: • the elderly patients may know that they are being studied and hence may change their behaviour (Hawthorne Effect) so will effect accuracy; • going native/becoming too involved may impact the judgement of the researcher when recording data – <i>‘But it can be hard not to become too emotionally involved’</i>; • researcher bias/loss of objectivity – her observations were influenced by what she felt <i>‘might have seen and heard things differently because of positive or negative feelings’</i>; • respondents may have given false information because of their state of mind: <i>‘The ageing patients suffered a range of problems including memory loss and confused thinking’</i>; • <i>‘Adapted from a study by Declercq (2000)’</i> – the data may not pertain to ‘now’ as the study is over 20 years old. • problems of accuracy associated with recording and writing up large amounts of data – <i>‘over several months’</i>; • any other reasonable answer. One mark for each point correctly identified from the source (up to a maximum of two). One mark for each point that is correctly developed (up to a maximum of two).	4

Question	Answer	Marks
1(d)	Describe <u>two</u> strengths of using interpretivist approaches in sociological research. Possible answers: • interpretivists work out people's interpretations of the world by putting themselves in their shoes, develop empathy/verstehen; • validity is a key objective in terms of the methods employed and the data gathered - data is trustworthy and honest; • gives qualitative data – data is more detailed therefore gives a more in depth view into what is really happening; • interpretivists do not just want statistics (positivism), they want reasons why; • interpretivist approaches are more flexible (e.g. unstructured interviews) and can thus react to the unforeseen, uncovering new insights not previously thought of; • it attaches importance to developing a rapport with respondents – enhances validity; • it uses a micro approach – allows research to go into detail and depth on a small sample; • any other reasonable response One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two).	4

Question	Answer	Marks
1(e)	Describe <u>two</u> strengths and <u>two</u> limitations of using laboratory experiments in sociological research. [8] Strengths: • produces quantitative data – which is easily represented in charts and graphs; • high in reliability – allows research to be carried out again so comparisons may be made; • emphasize researcher objectivity – standardised research methods help maintain researcher neutrality; • accuracy and precision – research setting is highly controlled and data is recorded correctly; • easy to isolate variables – external variables are controlled; • any other reasonable response. Limitations: • Hawthorne effect – respondents may change behaviour knowing they are being studied; • they use small samples – difficult to make generalisations; • experiments often produce quantitative data which may lack detailed explanations, they show ‘what’ but not ‘why’; • lack validity/external validity – it is difficult to recreate the real world in a laboratory setting; • ethical issues, harm to respondents – stress and emotional upset e.g. Stanford prison experiment; • ethical issues, deception or lack of informed consent – e.g. Milgram’s obedience experiment; • practical issues (including the use of complex equipment, time and cost) • any other reasonable response One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two). One mark for each limitation that is developed (up to a maximum of two).	8

Question	Answer	Marks
1(f)	Explain why positivists prefer to use quantitative data. Possible responses: - quantitative data can be expressed in numerical form and presented in charts and tables which enable positivists to determine patterns and trends; - positivists prefer a scientific approach to research and this is best served by quantitative data as it measures social phenomena; - positivists emphasise the need for reliability and so use structured and standardised research methods that provide quantitative data; - quantitative data gathered systematically enables hypotheses to be re-tested; - positivists emphasise the importance of representativeness because they wish to discover general patterns and trends. Representativeness is best achieved by using methods that gather large scale quantitative data such as surveys or postal questionnaires; - quantitative data allows positivists to draw cause and effect conclusions; - in positivist research sociologists tend to look for correlations between two or more variables. This is known as the comparative method which is best served by using quantitative data; - quantitative data is often less demanding for the respondent and therefore quantitative methods like closed questionnaires are more convenient to use; - any other reasonable response. Band 0 [0 marks] No creditworthy response. Band 1 [1–3 marks] Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. Band 2 [4–7 marks] Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 [8–10 marks] Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	10

Question	Answer	Marks
1(g)	To what extent is observation the most effective method for gaining sociological data? Possible arguments for: • interpretivist arguments supporting the use of observations, particularly participant, outlining the importance of empathy/verstehen in research; • covert observation lacks the Hawthorne effect – therefore the researcher sees respondents acting naturally, thus being more likely to and gain valid data; • ecological validity – seeing respondents in their natural environment; • interpretivist arguments that most observational research methods provide qualitative data rather than quantitative data and this is needed for a full understanding of social behaviour; • benefits of researcher presence in participant observations – clarification of points during an observation enables deeper understanding; • the researcher is in a unique position to observe and record all aspects of participant behaviour thus gaining a fuller picture, e.g being able to develop explanations of why things happen which goes beyond the quantitative approach; • developing meaningful relationships/building rapport with participants may allow them to ‘open up’ and offer richer more valid data; • any other reasonable response. Possible arguments against: • in overt observational research methods the researcher involvement may change respondent behaviour, i.e the Hawthorn effect, compromising validity; • positivist arguments that research should be scientific and that variables should be identified and controlled in order to maximise reliability of the data – it is difficult to repeat an observation keeping variables • participant observational research methods (and some non participant) are likely to gather qualitative data – criticisms of qualitative data and the benefits of quantitative data; • large scale surveys may be more effective – many observational research methods are often small scale studies and thus surveys are better because developing generalisations is crucial to research; • questionnaires may be more effective – results from observational research methods cannot identify wider societal patterns and trends and so are limited in their usefulness; • criticisms relating to the impact of the researcher upon the data gathered, thus in participant observation the researcher’s involvement could sway the behaviour of other participants and produce a skewed picture; • criticisms revolving around the difficulty of recording data objectively – researcher ‘going native’ or becoming too close to the respondents may affect the recording and selection of data and hence negatively impact upon validity; • ethical concerns – covert observations will not have informed consent and also involve deception; • ethical issues – in participant observations studying aspects of crime and deviance the researcher may feel they have to become involved with criminal activity; • unstructured interviews may be better – there are no issues with ‘getting in’ or ‘getting out’ and rich qualitative data will be gained; • any other reasonable response.	15

Question	Answer	Marks
1(g)	Band 0 [0 marks] No creditworthy response. Band 1 [1–4 marks] Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 [5–8 marks] In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks. Band 3 [9–12 marks] Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 [13–15 marks] Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the ‘To what extent...?’ part of the question through a focused conclusion.	

Question	Answer	Marks
2(a)	What is meant by the term ‘ethnic minority’? One mark for partial definition, e.g. a group that is smaller than the main group Two marks for clear definition, e.g. a smaller group whose race, culture, religion are different from the majority in society.	2
2(b)	Describe <u>two</u> examples of cultural diversity between different societies. Possible responses: • language, e.g. Spanish in Spain and French in France; • dress – women wearing hijab in Saudi Arabia versus jeans in the UK; • religion/religious practices – Catholicism in Ireland versus Hinduism in India; • food and drink – kangaroo meat in Australia versus fish and chips in England; • music – bhangra in India versus pop music in Western countries; • traditions – Bonfire night in England versus Thanksgiving Day in the USA; • any other reasonable response. One mark for each example identified (up to maximum of two). One mark for each example developed (up to a maximum of two).	4

Question	Answer	Marks
2(c)	Explain how a multicultural society can benefit its members. Possible responses: • out of this cultural diversity comes a greater respect for each other's culture as people live and work next to others with different norms and values; • positive hybrid identities may emerge as a result of different cultures encountering each other, e.g. subcultural styles, fusion in clothing or foods; • greater tolerance for different cultures and thus a more harmonious society; • a far more interesting and diverse society in terms of languages and cultural products like clothing and cuisine; • individuals are able to practise whatever religion they choose and this is seen by some as a basic right; • individuals can engage in other cultural practices, e.g. eating curry in the UK and this is an enriching experience; • individuals are able to wear what they want, to eat what they want and thus multiculturalism offers greater liberty for individuals in their chosen lifestyles; • multiculturalism enables different beliefs and value systems to co-exist, difference is not only tolerated but celebrated; • multiculturalism makes a society more open to change as diverse influences are brought to bear on culture and its norms and values; • young people grow up accepting that diversity is normal, that everyone is entitled to live life the way they want; • any other reasonable response Band 0 [0 marks] No creditworthy response. Band 1 [1–3 marks] Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Band 2 [4–6 marks] Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	6

Question	Answer	Marks
2(d)	Explain why secondary socialisation is important. Possible answers: • school provides a place where children from all different cultural backgrounds can come together, enabling greater understanding and tolerance to develop amongst the young; • formal curriculum – all children have access to the same learning opportunities and are encouraged to develop skills freely, thus providing opportunities for social advancement and mobility; • the hidden curriculum – all children learn common norms and values/social expectations which leads to a consensus in wider society; • through enrichment subjects like PSHE children are taught to respect everybody regardless of their background and this aids social cohesion; • education, the media, etc. develops the work of primary socialisation in terms of morality – teaching us right from wrong; • the media reinforces accepted norms and values by showing representations of acceptable and non-acceptable behaviour; • religion is based upon strong moral codes that show individuals how to behave and this can shape or even transform an individual's attitudes and conduct; • in the workplace sanctions and rewards may be offered to make us conform to acceptable behaviours; • any other reasonable response Band 0 [0 marks] No creditworthy response. Band 1 [1–3 marks] Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. Band 2 [4–6 marks] Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 [7–8 marks] Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	8

Question	Answer	Marks
2(e)	To what extent does gender determine the roles individuals have in society? Possible answers: For: • according to functionalists instrumental and expressive roles are biologically determined and these link to family and work roles, e.g. the woman as housewife and mother and the male as breadwinner; • according to Oakley children's gender roles are shaped through manipulation, canalisation imitation and verbal appellation and this shapes their gender in stereotypical ways which lead to unequal opportunities and roles in the future, e.g. girls being socialised to be carers; • 'traditional' family role models influence children's future gender roles, e.g. boys imitating father in terms of hobbies like football or motor maintenance will follow in similarly masculine roles in the future; • gender can determine your role in the work place – continued feminist evidence regarding the glass ceiling, vertical and horizontal segregation all attest to the fact that gender strongly influences your future prospects in the workplace; • schools affect gender roles (subject choice, staff as role models, different dress codes) and this can affect future roles, e.g. girls being guided into caring subjects like health and social care or childcare are likely to follow a career in low paid and low status occupations that involve care work; • 'traditional' norms and values and social expectations of gender roles within religion can have a huge impact on future roles as boys and girls may see their destiny as pre-determined or set out 'by nature/God'; • any other reasonable response Against: Postmodernists would argue that gender no longer shapes future roles, e.g. modern-day families are more diverse and so role models are shifting with an increasing number of dual income families and stay-at-home dads; • the patriarchal society has been challenged through laws (Sex Discrimination Act, Equal Pay Act) which leads to less constraint of gender over roles; • Marxists argue that social class is more important in determining your role in society as children suffering poverty or material deprivation are at a serious disadvantage in terms of their education and hence any future roles they play in the workplace; • ethnic background is more important in determining your role in society, so racism can impact negatively upon a child's educational achievement and this their future life chances and job roles; • notions of hegemonic masculinity are shifting so men are less constrained by traditional gender roles and can now, for example, do stereotypically female roles such as nursing or become house husbands supporting their working partner; • change in workplace from industrial to service sector has shifted gender segregation in the workplace allowing both women and men to have different roles at work;	15

Question	Answer	Marks
2(e)	- the national curriculum teaches girls and boys the same things so they acquire the same skills for future roles, thus minimising any gender effect; - new female leaders offering aspirational role models (Theresa May, Angela Merkel, Hillary Clinton) contribute to a wider range of roles for women in society’; - any other reasonable response. Band 0 [0 marks] No creditworthy response. Band 1 [1–4 marks] Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 [5–8 marks] In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks. Band 3 [9–12 marks] Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 [13–15 marks] Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the ‘To what extent...?’ part of the question through a focused conclusion.	

Question	Answer	Marks
3(a)	What is meant by the term ‘civil rights’? One mark for partial definition, e.g. the right to be free. Two marks for clear definition, e.g. Rights that protect the freedoms of individuals.	2
3(b)	Describe <u>two</u> ways disabled people may experience inequality. Possible answers: - disabled people are less likely to be in paid employment and this is an equality in itself and will also lead to other income-related inequalities such as poverty; - the income of disabled people is on average less than half that of non-disabled people, limiting life chances; - disabled people are more likely than non-disabled people to have no educational qualifications and this then impacts upon their subsequent opportunities; - disabled people say they have experienced hate crime simply for the way that they look and this can have a profound psychological effect; - much of the social housing stock is unsuitable for disabled people and so they may be living in sub-standard accommodation; - disabled people are still often stereotyped in the media as helpless and dependent, reinforcing pre-existing negative labels; - disabled people have less physical access to public transport and this minimises both their social opportunities and also their ability to travel to work; - any other reasonable response One mark for each way identified (up to maximum of two). One mark for each description (up to a maximum of two).	4

Question	Answer	Marks
3(c)	Explain how some ethnic groups are discriminated against. Possible answers: - inequality in education – some ethnic minority groups cannot access a curriculum that acknowledges or celebrates their own culture, i.e. the ethnocentric curriculum and this may affect their educational achievement; - inequality in health care – language barriers may prevent some ethnic groups from accessing health care thus endangering their physical or mental well-being; - inequality in employment – there is higher unemployment for certain ethnic groups and this obviously impacts on their life chances; - inequality in housing – access to social housing involves a complex process which some ethnic minorities find difficult and housing may be ‘segregated’ in certain areas; - unequal access to justice – certain ethnic groups are targeted by the police or face tougher sentencing by the courts; - ostracism – some ethnic minorities face social exclusion due to relative deprivation and/or negative labelling by the media; - impact of labelling and master status – some ethnic groups are more likely to be labelled negatively in schools or by the police/media and these labels can become a self-fulfilling prophecy; - other reasonable response. Band 0 [0 marks] No creditworthy response. Band 1 [1–3 marks] Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Band 2 [4–6 marks] Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	6

Question	Answer	Marks
3(d)	Explain why some sociologists believe social class is less important today. Possible answers: • Weberian sociologists argue that market situation is more important than social class in and of itself – for example income, degree of security and chances of advancement in a particular job or career; • feminists argue that gender is more important than class as sexism cuts across all classes, moreover they argue that traditional views of social class are gender blind; • the notion that ‘we are all middle class now’ suggests that class does not matter, so as traditional working class jobs have disappeared embourgeoisement has occurred effectively neutralising class issues; • postmodernists argue that Identities are shaped by consumption not class, e.g. owning the latest iPhone or similar status symbols says more about us than our job or income; • functionalists argue that society is meritocratic – everyone reaches the level their ability and level of effort allows, e.g. because there is free education if you work hard you can get to the top regardless of your background thus class does not determine your life chances; • some sociologists argue that other inequalities are more important, e.g. ethnicity and age can more important to your life chances than your social class; • any other reasonable response. Band 0 [0 marks] No creditworthy response. Band 1 [1–3 marks] Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. Band 2 [4–6 marks] Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 [7–8 marks] Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	8

Question	Answer	Marks
3(e)	To what extent are societies meritocratic? Arguments For: • people in modern industrial societies are born equal with the same basic civil and legal rights – so are not legally discriminated against, so the framework is there for them to achieve; • many people have access to free health care – which enables equality of opportunity for those with health issues; • those who work hard and have talent do succeed and this is functional for society – Davis and Moore role allocation theory; • intrageneration mobility: there is much evidence of the success of self-made men/women that illustrates that social mobility is possible – examples such as Alan Sugar or Theresa May; • the embourgeoisement thesis suggests that the old working class are now accessing good wages and adopting more middle class lifestyles and values, this is evidence of upward social mobility; • measures of success in education are applied evenly to all – for example the national curriculum and standardised testing in the UK – thus allowing for minority groups to succeed; • any other reasonable response. Against: • the operation of social capital (Bourdieu) via ‘the old boy’s network’ shows that rewards and social status are not always the result of talent and effort but social connections; • in some societies wealth and status determine access to education/jobs – wealth and status may be ascribed not achieved, e.g. access to top private schools and universities; • prejudice and discrimination still exist in all areas of life – these disadvantage certain groups in society and prevent them from achieving social mobility; • poverty trap/dependency culture – if the poor find themselves trapped in poverty this is a barrier to climbing the social ladder and hence works against meritocracy; • welfare state provides money for all regardless of talent – this is not a system based on meritocracy; • patriarchy as a structural force – feminist theories related to the unfairness of a society that operates for the benefit of men and which effectively hampers women from becoming all that they can be; • evidence of the glass ceiling in the workplace – this prevents women and ethnic minorities from realising their potential and attaining higher pay and status as they suffer discrimination in gaining promotion; • institutional racism – e.g. in the police force, the unequal application of the law prevents some groups from rising in society as they continue to face negative labelling and targeting; • in some ‘traditional’ societies jobs, power and status are bequeathed – meaning that positions in society are more related to ascribed features not achieved features; • Marxists argue for ‘the myth of meritocracy’, i.e. class inequalities are so ingrained and pervasive that true meritocracy is impossible;	15

Question	Answer	Marks
3(e)	- feminists argue that women face barriers and discrimination in many areas of society, e.g. the family they are socialised into stereotypical gender roles which immediately limit their future roles and aspirations, e.g. expectations about being a housewife and mother; - any other reasonable response. Band 0 [0 marks] No creditworthy response. Band 1 [1–4 marks] Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 [5–8 marks] In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks. Band 3 [9–12 marks] Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 [13–15 marks] Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the ‘To what extent...?’ part of the question through a focused conclusion.	