

Sociology

Answers and commentaries GCSE (8192)

Paper 2: The sociology of crime and deviance and social stratification

Marked answers from students for questions from the June 2023 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE Sociology Paper 2 June 2023 Question paper.

Section A: Crime and deviance

2-mark question

Section A has one 2-mark question which is always a methods question with 2 AO3 marks available.

Question 5

From Item A, examine one strength of the research.

[2 marks]

Mark scheme

AO3 = 2 marks

1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)

Plus

1 mark for providing evidence of evaluation (making a judgement/reaching a strength) by indicating a reason why this element represents a possible strength. (AO3)

Indicative content AO3

- The study was covert, which meant that the gang did not know they were being studied, avoiding the Hawthorne/Observer effect.
- The study generated a large amount of rich qualitative data which provided an in-depth insight into their motivations and behaviours.
- Access to the gang was provided by a key informant to an otherwise closed group, which allowed the researcher to gain acceptance into the gang, whilst protecting the identity of the researcher and his informants.

Student responses

Response A

Using covert observation led to a lot of truth.

This is a Level 1 response

The student refers to covert observation but lacks an understanding of why this is a strength.

1 mark

Response B

The covert participant observation allows the researcher to gain trust off the gang therefore get their truthful acts which gives valid data.

This is a Level 2 response

The student is succinct, but they identify a strength and explains why it is a strength.

2 marks

3-mark question

Section A has two 3-mark questions. 3-mark questions have 3 AO1 marks available.

Question 4

Identify and describe **one** way sociologists attempt to measure the dark figure of crime.

[3 marks]

Mark scheme

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Self-report studies – ask people to reveal crimes they have committed, and how often they have done so.
- Victim surveys – ask people about the crime that they have experienced over the past year.
- Credit should also be given for reference to relevant sociological studies.

Student responses

Response A

One way sociologists can attempt to measure the dark figure of crime is by anonymous surveys. Sociologists could ask if they have committed a crime or been a victim of crime and then ask if it was reported.

This is a Level 2 response

The student identifies an anonymous survey with some description e.g. victim or self-report, but the response lacks coherence.

2 marks

Response B

One way sociologists try and measure the dark figure of crime is self-report surveys. This is a survey which anonymously asks participants to fill in questions asking if they think they have committed a crime in the last year. It relies on honesty to help see if there has been more crimes committed in certain areas which are not represented by official statistics.

This is a Level 2 response

The student correctly identifies self-report study and describes in depth how they work.

3 marks

4-mark question

Section A has four 4-mark questions. 4-mark questions have 1 AO1 mark and 3 AO2 marks available.

Question 7

Identify and explain one disadvantage of using a case study to investigate a teenage gang.

[4 marks]

Mark scheme

AO1 = 1 mark AO2 = 3 marks

'Context' here refers to the use of a case study to investigate a teenage gang.

Level	Marks	Descriptor
4	4	Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant disadvantage selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Less reliable.
- Results lack validity.
- The observer effect/interviewer effect.

Indicative content AO2

- Circumstances surrounding the study are often unique, and subsequent studies could reveal contradictory data.
- The observer may not fully understand the motives and behaviours of the group.
- The subjects of the study may change their behaviour or alter their answers, making the results less valid.

Student responses

Response A

One disadvantage of using a case study is that it is difficult to gain insight and detail from an exterior point of view. People are less likely to act naturally so the research would be invalid; they would also lie and give invalid reports. However some may choose to be included and go undercover to observe, this may lead to marks or preparator become suspicious and may lead to further danger of violence etc..

This is a Level 2 response

The student identifies a disadvantage (observer effect), but the explanation as a whole is largely inaccurate and irrelevant.

2 marks

Response B

One disadvantage is small/specific sample size. This means that case studies tend to focus on a certain area of gangs with a small sample size. The impact of this is that the data collected will not apply to many other gangs as it provides no worldwide data that can be applied to any teenage gang. This means that case studies in some cases can be seen as invalid.

This is a Level 4 response

The student identifies a disadvantage with a good explanation which links to the context.

4 marks

Question 8

From Item B, identify and explain one reason why women commit less crime than men according to Heidensohn, including what you know of her perspective on this issue.

[4 marks]

Mark scheme

AO1 = 1 mark AO2 = 3 marks

'Context' here refers to the work of Heidensohn and her perspective on crime.

Level	Marks	Descriptor
4	4	Relevant reason selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant reason selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant reason selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant reason selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Patriarchal control, related to areas of life such as the home, in public and the workplace.

Indicative content AO2

- Writing from a feminist perspective, Heidensohn was interested in why women tend to commit less crime than men.
- Heidensohn explained this in terms of patriarchal control, which gave women less opportunity to commit crime than men, in several spheres of public life.
- Heidensohn uses control theory as the basis of her approach, suggesting women are controlled in different spheres of public life – the home, in public and the workplace.

Student responses

Response A

One reason why women commit less crime than men, from Item B, is that women are controlled by men in the workplace. For example, most higher positions in a work environment are taken by men. Also, only 9 of the FTSE 100 are female.

This is a Level 2 response

The student identifies a reason, but the explanation is not well contextualised and contains irrelevant material.

2 marks

Response B

Heidensohn comes from a feminist perspective, and believes many women are unable to act deviantly or criminally. This is because social norms free women to have domestic, expressive roles. Heidensohn suggested men would use domestic violence if women disagreed with the expressive role. Therefore women have less opportunity to commit crime.

This is a Level 4 response

The student correctly identifies Heidensohn's perspective and explains the reasons why women commit less crime through their domestic roles.

4 marks

12-mark question

Section A has two 12-mark questions. Both are compulsory. 12-mark questions have 4 AO1 marks, 4 AO2 marks, 4 AO3 marks.

Question 10

Discuss how far sociologists would agree that informal social control is an effective way of controlling deviant behaviour.

[12 marks]

Mark scheme

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

Level	Marks	Descriptor
4	10-12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)
3	7-9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)

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

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

Indicative content AO1

- Functionalism.
- Marxism.
- Feminism.
- Interactionism.
- Explanations of the relative effectiveness of different agencies of social control.

Indicative content AO2

- Functionalist perspective – that informal social control plays a positive role in shaping behaviour e.g. the family is responsible for primary socialisation of children, and transmission of society's norms and values.
- Marxist perspective – that informal social control is effective, as it helps to maintain capitalism e.g. socialisation promotes false consciousness.
- Feminist perspective – that informal social control helps to maintain patriarchy e.g. the work of Heidensohn, who argues that agents of informal social control ensure that women conform.
- Interactionist perspective – situational deviance depends not only on the actions of an individual such as excessive drinking, but also on the social reaction of others who approve, tolerate or disapprove (the exercise of informal social control).
- Explanations of relative effectiveness of different agencies of social control e.g. formal agencies of social control have recourse to coercive power, rendering them more effective. Informal social control can be ineffective if family and peers have similar deviant values e.g. parents are ineffective if they buy underage children cigarettes, it is ineffective in schools if pupils and their parents don't value qualifications. The use of the hidden curriculum in schools is effective if pupils attend school and engage with the education system, reward systems prepare pupils for wider society and future careers e.g. hard work, punctuality, correct uniform will all be rewarded and the opposite will be sanctioned. Peer groups can be effective depending on the person and the group they want to be part of e.g. deviant subcultures.

Indicative content A03

- Analysis and evaluation of the functionalist perspective e.g. that effectiveness of the family in controlling behaviour.
- Analysis and evaluation of the Marxist perspective e.g. the extent to which false consciousness actually exists.
- Analysis and evaluation of the feminist perspective e.g. the extent to which women's behaviour is controlled.
- Analysis and evaluation of the interactionist perspective e.g. the extent to which others react to an act as deviant.
- Analysis and evaluation of relevant examples e.g. informal agencies of social control are effective provided that people engage with them. Formal agencies of social control may be more effective in terms of removing the criminal from the public but not necessarily for long term rehabilitation. Informal agencies may be more effective for passing on social norms and values rather than control through fear of punishment.
- Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that informal social control is effective.
- The list of indicative content is not intended to be exhaustive, and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Response A

Functionalist will agree that informal social control is an effective way of controlling deviant behaviour. Evidence for this is Murdock and Parsons' view on families. Murdock says 1 of the 4 functions is education, this means the socialisation from your parents to you as a child. Parsons built on this by commenting how one of the functions of the family is primary socialisation. This is where you learn the norms and values of society as a child from your parents, for example, your manners and how to eat with cutlery. This means your parents will teach you what is viewed as right and wrong in society as for you what to do and not to do in society. However Functionalists fail to consider that every family is different so every family will teach their kid different values.

Feminists would disagree and say that boys and girls are socialised different by their family. For example if girls are fighting they would be told to stop and go inside and start drawing stuff, whereas if parents see boys fighting, it will be dismissed as boys play fighting or they will say 'boys will be boys' or 'boys are just being boys'. Feminists would say that informal social control doesn't keep people from being deviant in society it's just down to how you've socialised your children.

Overall it's a mixed view. Functionalists would agree with the statement, while feminists would disagree and say that social control isn't an effective way of controlling deviant behaviour and it's due to the socialisation of gender.

This is a Level 2 response

The student attempts to use 2 perspectives, but the section on feminism is weak, and poorly applied to the focus of the questions. There is limited evaluation throughout.

6 marks

Response B

Some sociologists (functionalists) would agree that informal social control is an effective way for controlling deviant behaviour as it allows for social cohesion through things like media + public. This means by people within society agreeing to norms and values created by society deviant behaviour is reduced as people will be socialised according to these norms and values placed by media and public preventing anomie. This is supported by functionalists, like Durkheim who argue that, if deviance and crime allow for affirmation of boundaries, the safety valve, social cohesion, This means by having agents of informal social control (society) not only can people be socialised with these values, it allows deviance to be reduced and for society to come together further allowing for people to not go against these values such as swearing in public due their learned values. However, in criticism it can be argued, this does not talk about deviant behaviour that is done for edgework only so they don't listen to agencies of informal social control so despite the clarity of my affirmed argument, some sociologists however, would disagree and argue informal social control is not an effective way of controlling deviant behaviour as deviant behaviour is typically caused by a sense of alienation from society and the idea individuals can lack social mobility due to things like poverty. This means, individuals cannot simply be controlled by norms and values placed in society as they know their deviance benefit them more. For example, an individual may commit vandalism and non-utilitarian acts for edgework and a sense of escape from their inability to move up social classes or gain status. A harsher approach like police would be needed to control deviant behaviour. This is supported by Merton's strain theory, in which he argues as a result of not being able to reach society controlled goals like the American dream individuals resort in other ways to get it or simply give up such as innovation or retreatism. However, in criticism it can be argued social mobility is possible as socially constructed views such as meritocracy allow anyone to work hard to move up classes. In conclusion, despite the clarity that deviant behaviour is a result of a sense of alienation from society in the first place, the stronger argument is that informal social control like the media and public allow for norms + values to be set in place to reduce deviant behaviour

This is a Level 3 response

The student displays good sociological knowledge in the first part of the question, with some evaluation present. The second part of the response lacks focus on the demands of the question. The student could improve to AO3 mark by sharper focus to the demands of the question in the second part of the response, and a more evaluative tone.

8 marks

Response C

Some sociologists such as functionalists would agree that informal social control is an effective way of controlling deviant behaviour. The reason for this thinking is because they believe that one of the main functions of informal social control is primary and secondary socialisation. The family, for example, is a form of informal social control. According to functionalists such as Parsons, the main function of the family is to provide primary socialisation, teaching children the norms and values of society. Therefore, functionalists would agree that informal social control is an effective way of controlling deviant behaviour. However, functionalists don't consider that many people become deviant because of the different forms of social control. School, for example, could make people annoyed and frustrated, pushing deviant behaviour closer to the surface. Therefore it's not effective at all.

Sociologists such as feminists would agree that informal social control is an effective way of controlling deviant behaviour, however only in women. Heidensohn, for example, proposed the control theory, that women were less deviant due to the patriarchal oppression that women faced from different agents of informal social control. However, since men don't have to deal with this kind of oppression, their deviant behaviour is not controlled, instead being encouraged to roam free. However, what feminists don't consider is that these agencies of informal social control may cause women to lash out and be more deviant. Another thing that isn't considered is that forms of informal social control may also work on men, lessening their deviant behaviour.

Sociologists such as Marxists would disagree that informal social control is an effective way of controlling deviant behaviour when it comes to the bourgeoisie. The reason for this is because the bourgeoisie have all of the power in society. Nobody will care if they are deviant because nobody can stand against them. However, this belief does not take into account that the bourgeoisie most likely have an image that they want to maintain, meaning that informal social control such as the media will force them to conform to the norms and values of society.

Overall, it appears that most sociologists agree that agencies of informal social control are effective in controlling deviant behaviour, however it may only work on certain groups in society depending on who they are angled towards.

This is a Level 4 response

The student displays excellent sociological knowledge throughout and reaches clear conclusions in their response.

12 marks

Question 11

Discuss how far sociologists would agree that people commit crime because of a lack of opportunities within society.

[12 marks]

Mark scheme

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

Level	Marks	Descriptor
4	10-12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)
3	7-9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)
1	1-3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

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

Indicative content AO1

- Functionalism.
- Marxism.
- Feminism.
- Interactionism.
- New Right approach and inadequate socialisation.
- Recent socio-economic changes.

Indicative content AO2

- Functionalist perspective – e.g. the work of Cohen, or Merton who suggests that crime is caused by frustration at the lack of opportunity some people face. Cohen argued that working class boys experience cultural deprivation which results in them struggling with education and unable to see or achieve job prospects. The lack of status they receive in school or work is what leads them to join or form a deviant subculture that provides them with the status they crave. Merton argues that people share the same goals, for example, owning their own home and people commit crime when they are unable to achieve these goals through methods approved by society. However, some people do face barriers to achieving these goals, such as employment discrimination and lack of educational success.
- Marxist perspective – that crime is a reaction to class-based inequality and economic exploitation. Marxists would argue that we live in a consumerist society and a lot of emphasis is placed on having a certain phone, computer or gadget. If these things are unobtainable, people living in poverty can turn to crime in order to get them. They will struggle in school due to material deprivation and this will limit their employment opportunities, resulting in them needing to accept low-paid jobs with limited or inconsistent hours.
- Feminist perspective – e.g. the work of Carlen, that women who are driven to commit utilitarian crime often do so as a consequence of their lack of opportunities. Carlen argues that women make two deals based on the promise of rewards, one of which is a class deal, which means they should be able to buy consumer goods in return for their wage. When these rewards aren't available or not good enough, working class women view crime as an acceptable alternative. The gender deal they make is for financial stability from a male breadwinner. For Carlen, crime is a rational decision made when the advantages outweigh the disadvantages so lack of opportunity could be an explanation for crime.
- Interactionist perspective – that people from lower socio-economic classes and ethnic minority groups are more likely to be labelled as deviant. Becker argued that when young people are labelled as delinquents the agencies of social control, for example, the courts and the media have the power to make this label stick whether the person deserves that label or not. Labelling someone as such can become a self-fulfilling prophecy and lead to a deviant career. 'Criminal' will become their master status, and they may join deviant groups which reinforce the idea of a criminal norm.

- New Right approach – inadequate socialisation within the family leading to the potential for increased likelihood of committing criminal behaviour as adults.
- Recent socio-economic changes e.g. the increasing cost of living, zero hour contracts, precarious employment, leading to the potential for criminal behaviour – Increasing cost of living is causing lots of families and individuals to have to choose between heating their home and buying food, the welfare state is not providing enough support and this could lead to criminal behaviour to provide what is needed or due to frustration. Insecure employment, such as zero-hour contracts, leaves people unable to rely on the wage they get every month and can lead to criminal activity to fill in the gaps.

Indicative content A03

- Analysis and evaluation of the functionalist perspective e.g. questioning the extent to which they embrace a counter culture. Critics of Cohen would argue that deviant subcultures do not arise from a lack of opportunity but due to primary socialisation. They argue that these boys never had the same norms and values as the rest of society. Cohen's work focused exclusively on boys and is difficult to generalize to the population as a whole. Whilst some people may turn to crime because they aren't able to achieve their goals through socially acceptable means, this is not the case for the majority of the people unable to own their own home or achieve financial success. Initiatives such as pupil premium funding have been put in place to allow all pupils to access education and anti-discrimination laws aim to tackle workplace inequality.
- Analysis and evaluation of the Marxist perspective e.g. that they over emphasise class inequality. Marxists tend to view people committing crime as victims of circumstance and disregard individual responsibility. It is possible to come from a poor background and achieve educational success. In Britain, everyone has access to education and means tested financial support, therefore everyone has the opportunity to be successful.
- Analysis and evaluation of the feminist perspective e.g. that women are actually under-represented in crime statistics. Carlen had a very small sample size of 39 working class women who had already been convicted of a crime.
- Analysis and evaluation of the interactionist perspective e.g. that people do not have to accept their label. The interactionist perspective often focuses on the individual after they have received that label not what led them to commit crime in the first place. Young people are often labelled as deviant but only a minority live up to this label.
- Analysis and evaluation of the view that people commit crime due to lack of opportunity in society. Whilst education is free and available to all, access to excellent education and the cultural capital needed to succeed in education is not equal. Pupil Premium has tried to bridge the gap but is often inadequate and the examination system is designed to allow only a certain percentage of people to pass. There will always be people who fail their examinations and this can limit the employment opportunities open to them. Frustration at this or not having the means to support themselves or their family properly could lead them to commit a crime. However, the welfare state aims to ensure that people have enough to survive. The increase in the number of people using food banks would suggest that this is not the case.
- Analysis and evaluation of the New Right approach e.g. some young people are inadequately socialised or they have learned criminal norms and values in the family and may have criminal role models. Not everyone with inadequate socialisation or criminal parents goes on to commit crimes themselves. Even if primary socialisation is poor,

secondary socialisation, particularly the education system, does teach what is right from wrong.

- Analysis and evaluation of recent socio-economic changes e.g. the increasing cost of living, zero hour contracts, precarious employment, leading to the potential for criminal behaviour. Food banks and food parcels given through councils to help families during the school holidays do provide support but people may be too embarrassed to access this or be unaware, leading them to feel as though they have no other option.
- Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that people commit crime due to lack of opportunities.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Response A

Sociologists would agree because people commit crime because of a lack of opportunities within society e.g. women shoplifting things such as sanitary products and baby food. This is because there is a social inequality between male and female especially in the workplace, for example men getting paid more than women for doing the exact same job. Another example is that people may commit crime or turn to being in a gang because of lack of opportunities because they will have nothing else to do like get a job so they have to turn to crime.

This is a Level 2 response

The student displays limited sociological understanding. The points made lack development throughout and there is inaccurate material presented.

4 marks

Response B

Sociologists would agree to a certain extent. Cohen would say that people such as women commit crime because they are expected by men. In addition, they are given no good high jobs and are paid less than men which then they commit crimes because they are in poverty. Marxists would say that because of the division in classes, the rich have means of production and exploit the poor with poor & paid jobs. The poor don't get enough so they turn to crime to get their basic necessities. This is because poor aren't given opportunities of going to good private schools or getting into middle class jobs such as lawyer and doctors.

Functionalists would criticise this and say that this is normal and their shouldn't be opportunities for everyone because if there was there wouldn't be people doing underclass jobs that are needed to do for example plumbers, bus drivers etc.

In addition some would agree and say that there's lack of opportunities because of their background so coming from such a poor family means you can't move up the feudal system and turn to crime. Strain theory explains this as people turn to crime when they don't have what they need.

Others would say that people commit crime because of peer pressure. This is because peers pressure them to commit crimes such as vandalism because they want to be apart of anti-subculture.

In conclusion, lack of opportunities creates crime as those who are poor don't have jobs to provide for themselves so they return to crime.

This is a Level 2 response

The student displays limited sociological understanding, which is not well applied to the demands of the question, although there is some sociological evidence present.

5 marks

Response C

Functionalists would argue that people commit crime as a result of strain, desiring something the upper class has but not being able to legally obtain it. Merton's theory argued that because people can not work hard to get their desires they find committing crime as an easier way of doing it. However, they may be criticised as not every working class person is a criminal and not every criminal comes from a background of poverty and strain. Davis and Moore argued that society was meritocratic but also functionally unequal. They believe that everybody in society are born with the same opportunities but only a few who are hard-working, able and dependent can get the most socially high paid jobs. They argued that every society needs inequality to make certain jobs more desirable to people. However, one may criticise this by saying not everybody is born with equal opportunities as there are also people born with high status due to family, these people are likely to get more help in society compared to those born into working class families.

Feminists would agree with this as they believe some women resort to crime due to the patriarchal society. Feminists like, Walby, argue that women are held back in society one being a lack of women in social spaces like the parliament and women are still paid less in socially high jobs for doing the same work as men. This could lead to crime as women feel as if crime is there only way in achieving what they want without being discriminated against. However, they may be criticised as in the last 50 – 60 years many laws demanding equality have been set out.

This is a Level 4 response

The student displays detailed knowledge and understanding throughout the response. The ideas and concepts are well applied, although the lack of analysis and evaluation means it cannot be awarded higher within the level. The student could improve the AO3 mark by sharper focus to the demands of the question in the second part of the response, and a more evaluative tone.

10 marks

Section B: Social Stratification

2-mark question

Section B has one 2-mark question which is always a methods question with 2 AO3 marks available.

Question 16

From Item C, examine one weakness of the research.

[2 marks]

Mark scheme

AO3 = 2 marks

1 mark for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)

Plus

1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)

Indicative content AO3

- The studies used may not be nationally representative, which would make the results less generalisable.
- Academic work may contain political or theoretical bias, which may question its validity.
- A reliance on secondary sources will only reveal what previous researchers have uncovered, no new data will be available.

Student responses

Response A

One weakness is that they used secondary sources of the data and not primary sources so the data may not be 100% accurate.

This is a Level 1 response

The student identifies the use of secondary sources as a potential weakness, but inaccuracy does not gain marks for the explanation.

1 mark

Response B

One weakness is that secondary sources aren't as reliable as primary sources as you do not know whether the researchers made errors when collecting data.

This is a Level 2 response

The student identifies a weakness and gives a credible explanation as to why.

2 marks

3-mark question

Section B has two 3-mark questions. 3-mark questions have 3 AO1 marks available.

Question 14

Describe one feature of a meritocracy.

[3 marks]

Mark scheme

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Equality of opportunity e.g. through state education, everyone is assumed a chance of success.
- Social mobility e.g. by achieving qualifications and achieving high status roles, people can achieve upward social mobility.
- Unequal reward e.g. unequal rewards are important to motivate people to achieve through their own hard work.

Student responses

Response A

Meritocracy is based on merits and your own achievements and how hard you have worked for them.

This is a Level 2 response

The student gives a partial description of a feature of a meritocracy – how success is based on hard work and achievements, but the response lacks coherence for the top level.

2 marks

Response B

One feature is social mobility, where people can move up or down the social hierarchy through talent and hard work. This is dependent on achieved status, where people's status is dependent on whether they work for it.

This is a Level 3 response

The student gives a coherent description of a feature of a meritocracy, with good knowledge and understanding demonstrated.

3 marks

4-mark question

Section B has four 4-mark questions. 4-mark questions have 1 AO1 mark and 3 AO2 marks available.

Question 19

From Item D, identify the research method used by Townsend and describe how his definition of poverty differed from the official definition, including what you know of his perspective on this issue.

[4 marks]

Mark scheme

AO1 = 1 mark AO2 = 3 marks

'Context' here refers to the work of Townsend and his perspective on poverty, and how he was critical of the established ways of measuring poverty.

Level	Mark	Descriptor
4	4	Relevant method selected (AO1) with an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant method selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant method selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant method selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Questionnaires (accept structured interviews, do not accept postal questionnaires).

Indicative content AO2

- Townsend took a different approach to measuring poverty. He was critical of the established definitions, believing that in a developed society it was more important to measure deprivation relatively, rather than the state's standard measure, which was both absolute and arbitrarily determined.

- Townsend asked questions on 60 indicators of deprivation, which included variables such as diet, clothing, housing conditions, health, education and social activities, and allocated a score to each one.
- Townsend calculated that 25% of the population were in poverty, compared to the state's standard definition of poverty, which stood at just 7%.

Student responses

Response A

He did questionnaires, a highly structured interview form.

This is a Level 1 response

The student correctly identifies the research method but there is no description.

1 mark

Response B

Townsend used a method of questionnaires also using the aspects of someone's lifestyle and social life in order to measure relative poverty, this differs as Townsend looked for indicators such as not having a birthday party but didn't explore the possibility of an individual who doesn't celebrate birthdays.

This is a Level 3 response

The student identifies the correct research method and gives a decent description, but there is no mention of Townsend's approach.

2 marks

Question 20

Identify and explain one reason why some researchers believe that relative deprivation is an idea with significant problems.

[4 marks]**Mark scheme**

AO1 = 1 mark AO2 = 3 marks

‘Context’ here refers to the problems of using relative deprivation in research.

Level	Marks	Descriptor
4	4	Relevant reason identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)
3	3	Relevant reason identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods offered with some inaccuracies or omissions, but has some application to the context. (AO2)
2	2	Relevant reason identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and which is only weakly applied application to the context. (AO2)
1	1	Relevant reason identified (AO1).
0	0	Nothing worthy of credit.

Indicative content AO1

- Relative deprivation actually measures inequality rather than poverty.
- It depends on subjective rather than objective measurements.
- Absolute (subsistence) poverty.

Indicative content AO2

- Relative deprivation measures individual experience against other members of society, as such it is a measure of relative inequality rather than poverty e.g. in wealthy society people who are relatively disadvantaged may still enjoy a quality of life that is far superior to individuals who live in less wealthy societies.
- Relative deprivation is a subjective measurement of how an individual’s situation compares with other members of their society e.g. individuals may make choices which limit their material advantages (to own a car, become a vegetarian or go on holiday).
- Absolute poverty is based on an assessment of the resources required to maintain a healthy life e.g. food, clothing and shelter. It is an objective rather than a subjective measure based on a measurement of minimum subsistence requirements.

Student responses

Response A

There is a huge difference between relative and absolute poverty. Absolute is not having enough of the key things to survive, relative is not having enough to socialise and experience things. Comparing the two doesn't make sense as there is no comparison – one is extreme and life threatening.

This is a Level 1 response

The student's response lacks focus and is largely irrelevant, but they do identify a reason at the end (relative deprivation is not extreme or life threatening).

2 marks

Response B

One reason it is an idea with significant problems is because it is some people's choice. Relative deprivation is based on lifestyle. When Townsend based it off factors such as diet, for example those who don't eat meat a certain number of times a week were considered to be in poverty. It is not taken into account that some people don't like meat thus do not include it within their diet or that some are vegetarian.

This is a Level 4 response

The student correctly identifies choice as a reason, with an explanation related to the context through the work on Townsend.

4 marks

12-mark question

Section B has two 12-mark questions. Both are compulsory. 12-mark questions have 4 AO1 marks, 4 AO2 marks and 4 AO3 marks available.

Question 21

Discuss how far sociologists would agree that the welfare state creates an underclass.

[12 marks]

Mark scheme

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

Level	Marks	Descriptor
4	10-12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)
3	7-9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)

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

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

Indicative content AO1

- New Right.
- Marxism.
- Social democratic.
- Feminism.
- The way in which the welfare state attempts to alleviate poverty.
- Other factors that may lead to the creation of an underclass.

Indicative content AO2

- New Right perspective – e.g. the work of Murray, who suggests that people become dependent on welfare rather than take responsibility for their own lives. Murray argues that the welfare state has created a culture of dependency when people in low skilled, low paid jobs decide they are better off living on the benefits and social housing provided than going to work for minimum wage and having to pay for everything. Murray argued people become lazy and choose not to work, thus becoming an underclass.
- Marxist perspective – welfare is a mechanism used by the ruling class to preserve capitalism, stopping the underclass from becoming class conscious. Providing the underclass with the bare minimum they need to survive stops them from demanding more or challenging the status quo. People feel grateful to the welfare state for supporting them to the point that they do not question why they are at the bottom of the social hierarchy.
- Social democratic perspective – that the welfare state does not create an underclass but protects the vulnerable from the inequality of capitalism. Single parents with one income, people with disabilities that limit the jobs they can do, people with limited qualifications all need the welfare state to provide for themselves and their families. People have ended up in this position due to circumstance and not by choice as capitalism promotes profit. They argue that the government regulation through taxation is needed to ensure that capitalism works for the majority and the minority.

- Feminist perspective – that the welfare state fails to adequately support women who are single parents or carers and reinforces a patriarchal society. Welfare policies tend to support the traditional family and perpetuate reliance on a male breadwinner.
- The way in which the welfare state attempts to alleviate poverty rather than creating it – that it is there to support people who are struggling to access resources.
- Other factors that may lead to the creation of an underclass such as a lack of access to resources and employment opportunities. Employers often want more qualifications than they have done previously, meaning that even minimum wage jobs can be difficult to secure. Limited employment opportunities are creating increasing unemployment. The education system whilst ideally provides equal access to education and opportunities, in reality, those from poorer backgrounds often struggle to achieve in school and this can limit their employment prospects.

Indicative content A03

- Analysis and evaluation of the New Right perspective e.g. it blames the victims of capitalism. Some social groups need the welfare state to survive, for example, single parents and those who genuinely cannot work. The majority of those claiming benefits are doing so out of necessity rather than to avoid working. Critics would also argue that people would not need to misuse the welfare state if capitalism did not create such an unfair job market. Many employers offer zero hour contracts on minimum wage which leads to insecurity in contrast to what they may be able to receive from the welfare state.
- Analysis and evaluation of the Marxist perspective e.g. that it ignores the improvement in the lives of working people since the creation of the welfare state. The welfare state provides access to education for those out of work, allowing them the opportunity to find a new career. The NHS aims to improve the health of everyone, including the underclass. Without the welfare state, working people would find themselves in a more difficult position.
- Analysis and evaluation of the social democratic perspective e.g. that the welfare state can create dependence. In some cases, people do commit benefit fraud and become reliant on the system rather than get a job. Some people do choose to live on benefits as it is easier and some people can find themselves trapped in this situation. The jobs available to them may mean they are actually worse off after they have paid rent and bills. People, particularly single parents, may find themselves unable to come off benefits and work due to this.
- Analysis and evaluation of the feminist perspective e.g. that it ignores progressive policies that have actually improved the rights of women e.g. free hours of childcare enabling many women to return to work and gain financial independence. The welfare state also enables women to escape abusive relationships and provide a safe space for them and their children.
- Analysis and evaluation of the way in which the welfare state attempts to reduce poverty rather than creating it e.g. it provides financial support for individuals and families who are struggling in order to support them in times of difficulty. Pupil premium funding can also help provide support for children from struggling families to achieve educational success that might otherwise be limited by material deprivation. Analysis and evaluation of other factors that may lead to the existence of an underclass e.g. a lack of access to resources and employment opportunities.

- Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that the welfare state creates an underclass.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Response A

Welfare state is the money giving to people who live on benefits. Sociologists would agree to a substantial extent that the welfare state creates an underclass. This is evident as people make up excuses not to work and then start to claim benefits. This leads to them to start relying on the welfare state and it creates an underclass where its people who just rely on the money given from the government.

This is a Level 1 response

The student shows very basic knowledge and understanding of the New Right theory on the welfare state. This response is overly simplistic, so placed at the bottom of the level.

1 mark

Response B

Sociologists would agree to a certain extent that the welfare state creates an underclass, however some may also disagree.

On the one hand, new right sociologists would agree to a large extent that the welfare state creates an underclass as they would argue that it creates dependency. For example, Murray (a new right sociologist) would argue that the welfare state creates a dependency culture; people of a low social class are idle and will give up trying to find work and become financially independent due to these welfare handouts. Murray further argues that this creates an underclass in society that is filled with people who are 'too lazy' to work and who are fully dependent on the welfare state.

This can, however, be criticised as the welfare state is incredibly important to those in society who also need it. For example, those with disabilities or those facing discrimination or prejudice that means no one will employ them due to things such as race, gender and ethnicity.

On the other hand, feminist sociologists may argue that the welfare state does not create an underclass, but allows women to gain some financial independence from their husbands.

Overall, I think sociologists would agree that the welfare state creates an underclass due to the new right perspective and dependency culture.

This is a Level 3 response

The student shows a good understanding of the new right perspective on the welfare state and includes evaluative sections. The section on feminism however is underdeveloped, and the conclusion makes contradictory statements.

7 marks

Response C

Sociologists have different views on this statement. New Right sociologists would strongly agree that the welfare state creates an underclass. New Right sociologists believe people to be, inherently, lazy. They make the argument that if able to make money without working, people will. Therefore, New Right sociologists argue welfare benefits cause dependency and laziness. New Right sociologists are often criticised for failing to recognise the other reasons someone might be unemployed, apart from laziness and greed. Functionalist sociologist Emile Durkheim and founding father of sociology created the concept that poverty serves 3 functions for society and is beneficial to society. Creating jobs for people that 'deal' with the poor, reminding people of where they don't want to end up, and that poorer people will do the jobs no-one else wants to. Because he views poverty as beneficial in these ways, Durkheim and most functionalists agree that welfare benefits are bad. Functionalists believe that people will not be discouraged from living in poverty if there are welfare benefits, and that people will become dependent and an underclass forms. Davis and Moore's functionalist theory of role allocation also comes into this. Davis and Moore, writing from a functionalist perspective, created the theory that all jobs in society will end up filled by those best suited to perform them, and this theory links in with the functionalist idea that society is meritocratic. Functionalists widely adopt the concept of role allocation and use it as an argument against welfare benefits. People will end up in the work best suited to their skillset, and discouraging people from pursuing that work because they could make money from doing nothing creates an underclass. Functionalists are often criticized for being inherently classist by promoting poverty in order to motivate those on the brink of poverty. Marxists would strongly disagree with this statement. Marxists focus primarily on class inequality and bring up many arguments as for why welfare benefits are necessary. Marxists mention life chances are factors effecting your ability to succeed and your likelihood to face discrimination. Life chances such as gender, ethnicity, social class and disability are examples of life chances that could cause you to need benefits. Women are more likely to end up as lone parents and need benefits, ethnic minorities are more likely to live in poverty, working-class are less likely to get jobs & qualifications and disabled people are far more likely to battle unemployment. Marxists argue none of these people can control these characteristics, but they do make them more likely to need benefits, which is why they are vital. Marxists recognise the underclass as a result of status frustration, discrimination and capitalism, not welfare state. In conclusion, the consensus theory, Functionalists and New Right sociologists would strongly agree with the statement. While the conflict theory Marxism would strongly disagree

This is a Level 4 response

The student displays detailed knowledge and understanding of the perspectives, with evaluation present throughout the response. The conclusion is summative, but using the best fit model, there is enough to place at the top of Level 4.

12 marks

Question 22

Discuss how far sociologists would agree that patriarchy continues to exist in modern British society.

[12 marks]

Mark scheme

AO3 = 4 marks AO2 = 4 marks AO1 = 4 marks

Level	Marks	Descriptor
4	10-12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)
3	7-9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)
1	1-3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

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

Indicative content AO1

- Liberal feminism.
- Marxist feminism.
- Radical feminism.
- Functionalism.
- Recent reforms that have reduced gender inequalities.

Indicative content AO2

- Liberal feminist perspective – that patriarchy stems from unequal structures which reflect male interests, and can be improved through legislation e.g. Equalities Act 2010. Alongside this, there also needs to be education for men as the problem is reinforced through socialisation ‘sex-role conditioning’.
- Marxist feminist perspective – that patriarchy is created by capitalism e.g. the work of Zaretsky it provides cheap female labour, and ensures household chores are completed. Women are exploited in the workplace by the capitalist system and at home by husbands or partners who expect them to run the home. As men are more often the breadwinners, the capitalist economy ensures that patriarchy in the home continues.
- Radical feminist perspective – that patriarchy is the most fundamental source of oppression, e.g. the work of Walby, that it continues to exist in both the private and public domains. Walby identified six patriarchal structures, including the household. She argued that whilst women could technically divorce their husbands and gain independence, women are often the lower earners and take responsibility for the children. This could lead them into poverty.
- Functionalist perspective – that inequality in society is the product of a meritocratic society, e.g. the work of Davis and Moore. For Davis and Moore, inequality is necessary as it enables jobs to be filled by the most talented and able to do that job. Whilst society is unequal, it is not necessarily patriarchal. As a meritocracy, everyone has the ability to work hard and achieve success, an unintended consequence of this may be that there is male domination in some careers.
- Recent reforms that have reduced gender inequalities e.g. the Equal Pay Act, shared parental leave, Sex Discrimination Act, Equality Act 2010. Due to legislative changes, women should no longer face discrimination in the workplace and now have the same earning potential as men. Shared parental leave also allows women to split their maternity leave with their partner or spouse, meaning that they can go back to work and their partner or spouse will drop to Statutory Maternity Pay.

Indicative content A03

- Analysis and evaluation of the liberal feminist perspective e.g. that despite legislation, women are paid less in work. The gender pay gap does still exist and women are still more likely than men to be in low paid or part time employment.
- Analysis and evaluation of the Marxist feminist perspective e.g. that patriarchy exists in its own right, independent of capitalism.
- Analysis and evaluation of the radical feminist view e.g. that not all women are exploited in the same way. Access to higher education and fertility treatment has led to more women choosing to have children later and prioritising their career. Many women have established careers and incomes of their own before they marry, meaning they are not exploited by their husbands.
- Analysis and evaluation of the functionalist view e.g. that meritocracy is a myth. Meritocracy should allow for men and women to achieve success equally, however, factors such as childcare, care of elderly relatives and teacher expectations, men and women do not always have equal opportunities to work or strive for powerful careers.
- Analysis and evaluation of evidence for/against the existence of patriarchy in modern British society e.g. that women are more likely to work part time. Lone parents are also typically women, on average 90% of lone parents are female and are likely to need flexible working or part time hours. These jobs are typically lower paid.
- Analysis and evaluation of the reforms that have been taken to reduce gender inequalities including how successful they have been. The Equal Pay Act 2010 ensures that men and women are paid the same rate for the same work, however due to maternity leave, childcare and managing a household, women are less likely to be promoted or will be promoted later in their career, limiting their earning potential in comparison to male colleagues who do not face these same concerns. The Sex Discrimination Act does ensure that women cannot be discriminated against in the workplace based on their gender, however, women may still face prejudice or harassment at work. Some professions still value 'male' characteristics such as assertiveness and ambition.
- Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists would agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that patriarchy exists in modern British society.
- The list of indicative content is not intended to be exhaustive, and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Response A

Functionalists would disagree that patriarchy continues to live in modern British society because there are social reforms. Women are also expected to work and the minimum wage for both men and women are equal. Society has also lowered their expectations for women as they are pressured less to get married and have children and those who do get married are more likely to live in symmetrical families than before, where their husband is expected to put in the same amount of effort into domestic care. Women are also becoming more violent towards their male partners. This may be criticised as women are still exploited and abused more than men, both at home and in the workplace.

Feminists would agree with this statement, although there has been social changes men still dominate women in society. Walby argued that women were exploited in 6 ways which did not apply to men. One was in the workplace, women are more likely to face sexual abuse from their managers and colleagues than men. Also, in places of high social standing e.g. courts or hospitals women are not paid equally for the same amount of work in the same position. Women also still carry the triple shift where they carry out emotional support, domestic tasks and work outside whereas men are not expected to do as much work. However, they can be criticised for not recognising laws established for equality.

This is a Level 3 response

The student displays good knowledge and understanding of two viewpoints, with some evaluation present. There is also mention of recent reforms that are creditable.

8 marks

Response B

This essay will discuss whether patriarchy continues to exist in modern British society.

Feminist agree to a large extent that patriarchy still exists. This is because they believe that women continue to be exploited both at home and in the work place. Firstly, Feminists believe that women are exploited due to Oakley's double shift. This is where the woman works a full-time, paid job and comes home to do unpaid domestic tasks such as cooking, cleaning the house and looking after their kids while the husband rests. This shows the unequal gender roles present in the family. Secondly, women are exploited in the work place. This is due to the gender pay gap where women receive roughly 5% less than men when working the same job. This exploits their work as they are given less money for their skills. Furthermore, women are exploited at work due to the glass ceiling. This is an invisible barrier in the workplace that prevents women from being promoted to senior positions. Therefore, women are given less opportunities to succeed and so patriarchy still exists.

On the other hand, functionalists disagree to a large extent that patriarchy continues to exist. This is because they believe that everyone in society has the same opportunity to succeed as we live in a meritocratic society. This is where people's talents and skills are rewarded with the most functionally important roles within society. For example, if a girl who worked hard in school and achieved good qualifications has the same likelihood of becoming successful as a boy who did the same. Therefore, patriarchy does not exist. However, this can be criticised as it is too positive.

In conclusion, Marxists disagree to some extent that patriarchy continues to exist but believe capitalism is more ubiquitous within our society. This is because the proletariat continue to be exploited by the bourgeoisie for their labour within our society.

This is a Level 3 response

The student shows good knowledge and understanding of the topic and uses contemporary examples. Not sufficient detail and depth for Level 4.

9 marks

Response C

Feminists would completely agree that the patriarchy exists in modern British society. This is as they believe society to exploit women to the benefit of men. They would argue women face many restrictions that men don't. They would evidence their view with the glass ceiling. This is the term used by Feminists to describe the invisible barrier keeping women from achieving senior positions in the workplace. Therefore men still control society to the disadvantage of women. However, functionalists would completely disagree with this idea as they believe society to be equal.

Functionalists would completely disagree with the statement. This is as they believes society to be equal for everyone. They would say modern British Society is a meritocracy where those who work the hardest and are the most talented achieve the most functionally important roles. They would argue that no matter someone's gender, they can achieve if they have the talent and work harder than others. Some may criticise this view however. Some may argue that the Functionalist view ignores factors such as ethnicity and the class someone is born into.

Marxists would disagree with the statement. This is as they believe the working class to be exploited in the modern British capitalist society rather than women. Marxists argue that society is structured in favour of the ruling class and enables them to exploit the working class. They would argue institutions to act in the interests of the ruling class rather than be institutionally sexist. However, feminists would argue society is structured to control women as shown in Heidensohn's control theory.

In conclusion, feminists would completely agree that patriarchy continues to exist in modern British society. This is as they believe women to be discriminated against in many social structures such as the workplace. Whereas functionalists completely disagree as they believe society to be completely equal, Marxists would also disagree as they would argue society to exploit the working class rather than women.

This is a Level 4 response

The student displays detailed knowledge and presents evidence which can be applied to modern Britain. Strong evaluation is present throughout.

12 marks

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