

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this question paper.

Candidate 1

Question 1 – Describe two features of symbolic interactionism.

The candidate was awarded **4 out of 4 marks**.

In paragraph 1, **1 mark** was awarded for lines 3-5 'we identify who we are through the interactions of others'. A further **1 mark** was awarded for lines 5-7 'This is known as looking glass self, our self image is formed through our own reflection and from what others think of us'.

In paragraph 2, **1 mark** was awarded for lines 3-4 'Symbols allow us to interact with others' and a further **1 mark** was awarded for the explanation of this point on lines 5-7 'we can relate to others as they carry shared meaning', as well as for the example given 'For example, language ... allows us to anticipate the response of others' on lines 7-10.

Question 2 – Explain one difference between Marxism and Weberism.

The candidate was awarded **3 out of 3 marks**.

The candidate exceeds the requirements for full marks for one fully explained difference.

1 mark was awarded for lines 3-6 'the structural approach ...institutions and systems shape individuals'. A further **1 mark** was awarded for the exemplification given in lines 6-8 'Marxists believe it is the imposing norms of the Bourgeoisie'. This is contrasted with lines 10-14 'However, Weberism belongs to the action perspective, this means they take a micro approach and believe that it is the influence from individuals that shape institutions'. The candidate added exemplification in lines 15-19 'the individual actions of Rosa Parks ...to the Civil Rights movement' which was awarded **1 mark**.

Question 3 – Analyse similarities and differences between consensus and conflict theories.

The candidate was awarded **6 out of 9 marks**. They were awarded 3 marks for the difference and 3 marks for the similarity.

Difference paragraph: **1 mark** was awarded for lines 5-6 'different parts of society working together for the better of society'. A further **1 mark** was awarded for lines 7-8 'Functionalists believe in a value consensus'. This is contrasted with conflict theories – lines 10-11 'different parts of society working against each other' and the example of 'class conflict' and was awarded a further **1 mark**.

Similarity paragraph: **2 marks** was awarded for lines 1-7 'One similarity ...both belong to the structural approach ...individuals of being the puppets of society as it is institutions and systems that shape our behaviour'. A further **1 mark** was awarded for lines 9-12 for exemplification 'look at society as a whole and both produce quantitative data to investigate patterns and trends ...'.

Question 4 – Describe any two stages in the research process.

The candidate was awarded **4 out of 4 marks**.

They were awarded a total of 2 marks for identifying and describing the theory stage for the research process:

- ◆ Lines 1-6 'One stage of the research process is theory. During this stage, the researcher will perform a literature review of books, journals, articles and conference papers to come up with a theory.' (**1 mark**).
- ◆ Lines 6-9 'the researcher will also acknowledge ...other existing work of researchers' (**1 mark**).

They were also awarded a total of 2 marks for identifying and describing the processing results stage:

- ◆ Lines 12-13 'processing results' (**1 mark**).
- ◆ Further explanation lines 16-19 'The results should be published in a form of paper, article, book, journal or conference paper' (**1 mark**).

Question 5 – Describe two features of focus groups.

The candidate was awarded **4 out of 4 marks**.

They were awarded **1 mark** for lines 1-3 'One feature of a focus group is that it is a primary research method'. **1 mark** was awarded for lines 3-7 'This means ...data collected from the focus groups was done first hand ... he/she is actively involved in the group.'

A further **1 mark** was awarded on lines 2-3 of paragraph 2 'it produces qualitative data' and an additional **1 mark** was awarded for lines 3-6 'This means as the participants are allowed to freely talk about a specific topic or experience, it gives the researcher a lot of in depth detail.'

Question 6 – Evaluate participant observation as a research method.

The candidate was awarded **5 out of 6 marks**.

They were awarded 3 marks in paragraph 1 – strength:

- ◆ Lines 4-6 'true to life behaviour as he does not reveal his identity' **(1 mark)**.
- ◆ Lines 7-10 'makes results more ecologically valid' and for the exemplification given 'James Patrick who investigated Glasgow gangs.' **(2 marks)**.

They were awarded 2 marks in paragraph 2 – weakness:

- ◆ Lines 2-7 'if an overt approach ...results may be inaccurate as the group/individual is aware of the researcher's presence and may change behaviour as a consequence' **(2 marks)**. The example was not fully explained so was not awarded the third available mark.

Question 7 – Explain the impact of socialisation on the formation of identity.

The candidate was awarded **8 out of 8 marks**.

Candidate exceeds requirements for full marks.

Primary socialisation, paragraph 1:

- ◆ Lines 4-5 'families ...teaching children how to dress, talk, behave' **(1 mark)**.
- ◆ Lines 6-8 'Parsons ...the family who socialise us into our identities' **(1 mark)**.
- ◆ Lines 10-11 'canalisation ...gender identity', with example of 'guns, cars and swords' on line 15 and lines 16-17 'gives boys the impression that they must be strong' **(2 marks)**.
- ◆ Lines 18-24 'girls are given toys such as dolls, make up and toy kitchens ...give the impression that females must have a maternal instinct and always cook and look pretty for the husbands'.

Secondary socialisation, paragraph 2:

- ◆ Lines 6-8 'secondary socialising agents such as peer groups ...and religion' **(1 mark)**.
- ◆ The example given in lines 9-14 'women in education are encouraged to study certain subjects in school ...whilst males are encouraged to study STEM subjects' **(1 mark)**.
- ◆ Further development of this point, lines 15-23 'the education systems are getting males prepared to find occupations in technology ...however women are only getting prepared to stay at home ... whilst the husband brings home the money' **(2 marks)**.

Question 8 – Explain high and popular culture using one sociological theory.

The candidate was awarded **3 out of 7 marks**.

They were awarded **1 mark** for lines 3-6 'only some can afford', and the examples of 'classic music, theatre, polo, and paintings'. **1 mark** was awarded for lines 10-12 'popular culture is ...entertainment that is more affordable'. A further **1 mark** was awarded for lines 15-20 'this culture is suitable for the proletariat ...The extreme luxury difference between both these cultures are due to Capitalism'.

Question 9(a) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: describe two findings of the study.

The candidate was awarded **2 out of 4 marks**.

They were awarded **1 mark** for lines 2-4 "'moral panic" caused at the beach was not at all the mods nor rockers'. A further **1 mark** was awarded for lines 5-9 'the violence portrayed by the media was in fact "minimum" to what was shown by the media'.

The second paragraph finding was awarded 0 marks as this was not an accurate finding.

Question 9(b) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: evaluate the study.

The candidate was awarded **0 out of 6 marks**.

Their response does not give accurate, or relevant evaluative points relating to the study.

Question 10 – Analyse a social issue of your choice. This could be social mobility or any other social issue you have studied.

The candidate was awarded **12 out of 25 marks**.

Introduction

The candidate was awarded **4 marks**.

Four clear relevant introductory points were given relating to the chosen social issue.

- ◆ Lines 4-5 'middle class backgrounds' **(1 mark)**.
- ◆ Line 11 'better education from private schools' **(1 mark)**.
- ◆ Line 14 'significant decrease in learning materials' **(1 mark)**.
- ◆ Lines 16-22, the guardian comparison of attainment example, '97% at A Level ...pass rate of 8%' **(1 mark)**.

Theory 1

The candidate was awarded **1 mark**.

They used Marxism.

- ◆ Lines 24-29 were not credited as the theory is not linked to the study **(0 marks)**.
- ◆ Lines 32-36 'involvement of class conflict ...dominated by the ruling class education staff' **(1 mark)**.

Theory 2

The candidate was awarded **3 marks**.

They used Labelling theory.

- ◆ Lines 38-41 'working class individuals are being labelled for being working class and therefore do not experience the same opportunities ...' **(1 mark)**.
- ◆ Lines 43-47 'could create a master status ... which is carried with an individual through the course of their life after being labelled' **(2 marks)**.
- ◆ No marks were awarded for lines 48-52, for the crime exemplification, as the question requires the candidate to link theories to the chosen topic (education, not crime) or to the studies **(0 marks)**.

Study

The candidate was awarded **4 marks**.

- ◆ Lines 58-61, for the Willis study finding 'have a "laff" in school' **(1 mark)**.
- ◆ Lines 64-65 'couldn't wait to go into working class jobs ...' **(1 mark)**.
- ◆ Lines 67-68 'masculinity was essential and femininity was degraded' **(1 mark)**.
- ◆ Lines 72-76 'working class students are proletariat who are a subcultured group of youths who want to rebel against the educational system' **(1 mark)**.

The candidate was awarded **51 out of 80 marks**.

Candidate 2

Question 1 – Describe two features of symbolic interactionism.

The candidate was awarded **4 out of 4 marks**.

They were awarded **2 marks** for the first feature described in lines 1-5 'one feature ...The 'I' is the part of ourselves which we hide ...that our true personality, where as the self is the part of our selves that we show to society and it's the fake part of our selves'.

2 marks were also awarded for the third feature described in lines 8-10 'the looking glass self is the theory that we as a society have the fear that society views us differently to which we view ourselves. This can be the fear that we are judged because of our personality and looks and that we have two different sides to ourselves'.

Question 2 – Explain one difference between Marxism and Weberism.

The candidate was awarded **2 out of 3 marks**.

They were awarded **2 marks** for a basic explanation of a difference, lines 1-2 'Marxism is a structural theory ...Weber is an action theory'.

Question 3 – Analyse similarities and differences between consensus and conflict theories.

The candidate was awarded **0 out of 9 marks**.

They make inaccurate statements and comparisons between theories and states inaccurately, for example that interviews carried out by Feminists 'tend to be more loud' and that Functionalism is more passive. Nothing in the response is credit worthy as there is no accurate explanation of a difference between the two theories.

Question 4 – Describe any two stages in the research process.

The candidate was awarded **2 out of 4 marks**.

Basic explanations for **three** stages are given in the candidate's response. The question asks for a description of any **two stages**. Markers would, in this case, **mark all three stages given and credit the highest scoring two stages**.

- ◆ Lines 1-3 the theory stage is explained (**1 mark**).
- ◆ Lines 4-6 'writing up' stage is explained (**1 mark**).

- ◆ Lines 7-9, the fieldwork stage is explained but referred to as 'experiment' by the candidate but it is a basic explanation of the fieldwork stage, 'the researcher will carry out the experiment they have planned which may be an interview ...' (1 mark).

Therefore 2 marks were awarded for any **two** of the three stages described.

Question 5 – Describe two features of focus groups.

The candidate was awarded **2 out of 4 marks**.

Basic explanations were given for **three** features in the response. The question asks for any **two** key features. Again, we **mark all three stages in the response and credit the highest scoring two**.

- ◆ Lines 1-2 'One feature ...is the sample size, focus groups are usually ...around 60 minutes' (1 mark).
- ◆ Lines 4 'focus groups generate qualitative data' (1 mark).
- ◆ Lines 6-7 'Another feature is that it is face to face with the researcher and if there are any issues they can be fixed' (1 mark).

Therefore 2 marks were for **any two** of these three features given.

Question 6 – Evaluate participant observation as a research method.

The candidate was awarded **3 out of 6 marks**.

- ◆ Line 2 'the questions can be discussed face to face with the researcher' (1 mark).
- ◆ Lines 3-4 'because the participant knows their being watched they may act differently or abnormally' (1 mark).
- ◆ Line 4 'this would mean the results are less reliable' (1 mark).

Further comments in the candidate's response (lines 5-8) are repetition of previously credited points so no additional marks were awarded.

Question 7 – Explain the impact of socialisation on the formation of identity.

The candidate was awarded **6 out of 8 marks**.

- ◆ Lines 1-2 'the primary area ...exposed to certain things in their close family and friends' (1 mark).
- ◆ Line 3 'young children will see what their close adults are doing and often begin to mimic what their doing' (1 mark).

- ◆ Lines 5-7 'The second stage is known as secondary socialisation ...As children are sent to nursery and primary school' **(1 mark)**.
- ◆ Lines 8-10 'If a child is exposed to mum being at home ... whilst dad is working, this will leave a permanent indent on what a child believes is their role' **(1 mark)**.
- ◆ Lines 10-15 'Toys are also a key factor ...boys presented with cars and building equipment ...where as girls are presented with babies to look after and barbies to dress up. This leaves the idea that girls are supposed to care for children and care what they look like whereas boys ...This helps mould an individual's identity as they associate certain things with a gender' **(2 marks for a developed point with exemplification)**.

Question 8 – Explain high and popular culture using one sociological theory.

The candidate was awarded **2 out of 7 marks**.

- ◆ Lines 4-5 'material wealth is the sign of hard work ...believe that high culture is having a high status' **(1 mark)**.
- ◆ Lines 7-8 'the rich remain rich an the poorer are poorer as they waste money on designer labels which they hoped would increase their status' **(1 mark)**.

Question 9(a) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: describe two findings of the study.

The candidate was awarded **4 out of 4 marks**.

They were awarded 2 marks for the first finding:

- ◆ Lines 1-3 'their wasn't actually more violence than normal' **(1 mark)** 'the media dramatized the whole situation and labelled these youths as dangerous' **(1 mark)**.

They were also awarded 2 marks for the second finding:

- ◆ Lines 4-6 'rockers and mods didn't have conflict between them more than any other groups of people would. Their subcultures were different however that didn't mean that they were in a fight with each other' **(2 marks)**.

Question 9(b) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: evaluate the study.

The candidate was awarded **1 out of 6 marks**.

One strength was given – lines 1-3 'Cohen used qualitative data ...there were opinions and media reports which he found to create his study' **(1 mark)**.

One weakness was given, however, no additional marks were awarded as the candidate makes an inaccurate evaluation of the study.

Question 10 – Analyse a social issue of your choice. This could be social mobility or any other social issue you have studied.

The candidate was awarded **20 out of 25 marks**.

Introduction

The candidate was awarded **1 mark**.

- ◆ Lines 1-2 'the decline of social mobility is inevitable' (**1 mark**).

Theory 1

The candidate was awarded **7 marks**.

They used Functionalism/ Mobility.

- ◆ Lines 7-8, functionalism 'no matter your ...back ground or class of origin ...if you work hard you will achieve social mobility (**1 mark**).
- ◆ Lines 8-10 'effective role allocation ...the most able in society will receive the most rewards ...the most important jobs in society may be surgeons or judges.' (**2 marks for a developed point with an example**).
- ◆ Lines 13-14 'we as a society all share the same values and goals ...this is known as value consensus' (**1 mark**).
- ◆ Lines 21-22 'However, the hospital cleaners will be paid much less ...do not achieve the same amount of rewards even if they work hard (**2 marks for a developed point with an example**).
- ◆ Lines 24-26 'functionalism doesn't take into account for any individual experience that these minorities faceFor instance ...we only have one ethnic MSP.' (**1 mark**).

Theory 2

The candidate was awarded **7 marks**.

They used Marxism/ Mobility.

Theories must link to the essay's social issue (social mobility). Linking Marxism to 'social class' rather than to social mobility specifically, was still considered to be sufficiently linked to the essay topic to be credited.

- ◆ Lines 29-30 'deliberately exploit the Proletariat as they're workers to create more profit' (**1 mark**).

- ◆ Lines 30-31 'Proletariat are being overworked for little pay and are unknowingly being exploited' **(1 mark)**.
- ◆ Lines 31-32 'This creates false consciousness (consciousness) ...not being fully aware of how much there being exploited' **(1 mark)**.
- ◆ Lines 34-35 'the bourgeoisie (Bourgeoisie) are deliberately making the rich richer and the poorer poorer' **(1 mark)**.
- ◆ Lines 5-6 (introduction paragraph) 'Marxists argue that social mobility is infrequent in the UK because of the differences of class.' **(1 mark)**, so note that theory marks can be credited anywhere in the essay response, not only where we expect to find these marks.
- ◆ Lines 39-40 'Marx predictions have yet to come true, therefore a weakness of Marxism ...which may never come true.' **(1 mark)**.
- ◆ Lines 42-43 'there hasn't been a change in the structure of society as many individuals are still being underpaid and overworked in modern society' **(1 mark)**.

Study

The candidate was awarded **5 marks**.

- ◆ Lines 47-48 'sons were choosing to do with their lives ...the same job categories as their fathers' **(1 mark)**.
- ◆ Lines 48-50 'fathers who worked in manual jobs, their sons generally followed suit ...fathers who worked in professional jobs ...their sons followed suit' **(1 mark)**.
- ◆ Lines 51-52 'if the sons were born into class 4 ...made their way up to class 3' **(1 mark)**.
- ◆ Lines 52-53 'a good explanation of short range mobility' **(1 mark)**.
- ◆ Lines 54-56 'it doesn't account for women, as this study primarily focusses on men, there is no findings to support the movement of women in social mobility' **(1 mark)**.

The candidate was awarded **46 out of 80 marks**.

Candidate 3

Question 1 – Describe two features of symbolic interactionism.

The candidate was awarded **2 out of 4 marks**.

- ◆ Lines 1-2 – first feature – ‘we must first understand the mutual acceptance of symbols to understand society.’ **(2 marks)**.
- ◆ Lines 3-4 – second feature – no further marks awarded.

Question 2 – Explain one difference between Marxism and Weberism.

The candidate was awarded **0 out of 3 marks**.

No marks were awarded for this response as the candidate does not explain accurately, the differences between the theories **(0 marks)**.

Question 3 – Analyse similarities and differences between consensus and conflict theories.

The candidate was awarded **8 out of 9 marks**.

- ◆ Lines 2-7, paragraph 1: ‘Consensus theorists believe ...based upon harmony and that a meritocracy exists if you work hard you’ll be rewarded ...However, conflict theories argue that society is based upon the struggle for resources ...money, land, power ...no matter how hard an individual works ...barrier will always be to keep them from moving up in the world ...Feminism ...argues that gender is the biggest barrier’ **(3 marks for a detailed and explained difference with exemplification)**.
- ◆ Lines 9-14, paragraph 2 ‘structures within society are inherently good and help keep an order to society for example the law helps keep people safe ...On the other hand, conflict theories argue that the structures in society have negative effects on those living under them and that they are only there to help keep those in power at the top ...instead control them.’ **(2 marks)**.
- ◆ Lines 15-19, paragraph 3 ‘functionalism believes we need poverty ...However, ...Marxism argues that poverty is bad ...poverty is inflicted by the rich and that they have the power to stop it’ **(1 mark)**.
- ◆ Lines 20-23, paragraph 4 ‘One similarity ...both structural theories, therefore they both believe that the structures ...play a massive role in influencing day to day life ...Both also use quantitative data and take a top down approach ...looking at the effects of structures on lives.’ **(2 marks)**.

Question 4 – Describe any two stages in the research process.

The candidate was awarded **4 out of 4 marks**.

- ◆ Lines 1-2 'One stage of the research process is operationalisation which is where the unit of measurement, sample size and method of research is decided.' **(2 marks – description)**.
- ◆ Lines 3-5 'Another stage ...is the presentation stage ...all data and findings are collected together and presented ...This is usually published in a case study, a paper or a book.' **(2 marks – developed description and exemplification)**.

Question 5 – Describe two features of focus groups.

The candidate was awarded **2 out of 4 marks**.

- ◆ Lines 1-3 'One feature of a focus group is that it is a qualitative research method ...individual thoughts, feelings and opinions then makes an informed assumption as to what the wider population believes based on the feedback given.' **(2 marks)**.

This is a generic response which applies to several micro, qualitative data methods, and not specifically focus groups, so was awarded the maximum 2 marks as per the marking instructions).

Question 6 – Evaluate participant observation as a research method.

The candidate was awarded **3 out of 6 marks**.

- ◆ Lines 1-2 'One strength ...the researcher sees first hand the actions ...so there is less room for misinterpretation.' **(1 mark)**.
- ◆ Lines 3-5 'One weakness ...there must be a very clear definitions ...so that they don't see behaviours in different ways which can skew data.' **(1 mark)**.
- ◆ Lines 6-8 'Another weakness ...if the participant knows they are being watched then their behaviour may change as they act in a way that they think the researcher is looking for ...making it false.' **(1 mark)**.

Question 7 – Explain the impact of socialisation on the formation of identity.

The candidate was awarded **7 out of 8 marks**.

- ◆ Lines 1-2 'socialisation starts from a very young age ...conveys the norms, values and cultures ...to an individual **(1 mark)**.

- ◆ Lines 2-8 'Many young children copy their carers' actions ... This can easily carry on to adolescence and then adulthood as it's cemented early on' **(2 marks – developed point)**.
- ◆ Lines 10-12 'The media plays a huge role ... interests and political views' **(1 mark)**.
- ◆ Lines 14-16 'in the age of social media where there is so much online, causes the individual to partake in different trends and interests and what they like, or dislike, becomes part of who they are' **(1 mark)**.
- ◆ Lines 16-22 'Being exposed to politics can cause a big divergence from the early formations of identity and help form an entirely new one. For example ... upper class British family ... proudly vote conservatives ... but if a conservative government ... were to introduce a new policy ... shift in their political views ... shift their identity away from what it had been earlier ...' **(2 marks – developed point)**.

Question 8 – Explain high and popular culture using one sociological theory.

The candidate was awarded **0 out of 7 marks** as they did not provide a response for this question.

Question 9(a) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: describe two findings of the study.

The candidate was awarded **4 out of 4 marks**.

- ◆ Lines 1-3, finding 1 'One finding of ... media exaggerates their behaviour and causes them to look worse than they are.' **(2 marks)**.
- ◆ Lines 4-9, finding 2 'Another finding ... this causes "moral panics" ... those who consume the exaggerated truth believe what they're being told and view the individual or group harsher than they should ... and then the cycle repeats again and again.' **(2 marks)**.

Question 9(b) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: evaluate the study.

The candidate was awarded **1 out of 6 marks**.

The candidate's response starts on line 18 of the extended response to question 9.

- ◆ Lines 18-19 'A strength of this study is that it interviewed both ex mods and rockers which gave insight to both sides of the story' **(1 mark)**.

No further marks were awarded for the second strength given (as it was too similar to the first strength).

Question 10 – Analyse a social issue of your choice. This could be social mobility or any other social issue you have studied.

The candidate was awarded **2 out of 25 marks**.

Introduction

The candidate was awarded **1 mark**.

- ◆ Definition of social class, line 2 ‘Social mobility is the movement of individuals from one social class to another ...’ **(1 mark)**.

Theory 1

The candidate was awarded **0 marks** as they did not provide a response.

Theory 2

The candidate was awarded **0 marks** as they did not provide a response.

Study

The candidate was awarded **1 mark**.

- ◆ Lines 7-8 ‘One finding of this study was that it was clear that Britain had seen absolute social mobility due to the occupational transformation that occurred during/ after the war.’ **(1 mark)**.

The candidate was awarded **32 out of 80 marks**.

Candidate 4

Question 1 – Describe two features of symbolic interactionism.

The candidate was awarded **4 out of 4 marks**.

They exceeded the requirement for maximum marks.

They were awarded **1 mark** as they explained the concept of significant other (paragraph 1, lines 2-8). The candidate then gives an example (lines 9-12), and was awarded another **1 mark**.

In paragraph 2, the candidate was awarded **1 mark** for explaining the concept of multiple role taking (lines 1-6). A further **1 mark** is awarded for exemplification (lines 6-10).

Question 2 – Explain one difference between Marxism and Weberism.

The candidate was awarded **3 out of 3 marks**.

They were awarded **2 marks** as they clearly explained a difference between Weber and Marx, specifically comparing Marx's two class model (lines 3-4) with Weber's multi-class model (lines 10-16).

A further **1 mark** was awarded as they compare the two theories views on social mobility: the Marxist view on social mobility (line 6-10) and Weberian model (lines 17-20).

Question 3 – Analyse similarities and differences between consensus and conflict theories.

The candidate was awarded **9 out of 9 marks**.

In paragraph 1, the candidate was awarded **2 marks** as they explain a similarity is that conflict and consensus theories both, '...describe and explain human behaviour ...' (lines 3-4) and that they both explain, '...why humans act in the way they do and why society acts in the way it does.' (lines 5-7).

The candidate was awarded another **1 mark** for the examples given of the different views on social mobility (lines 7-13).

In paragraph 2, lines (3-5) the candidate explained a similarity as they are both types of structural theories (**1 mark**).

They are top down theories (**1 mark**) and they argue that institutions control and shape individuals (**1 mark**). Exemplification is provided on lines 10-16.

In paragraph 3, the candidate explains another difference between conflict and consensus theories. The candidate points out that although both (as structural theories) claim institutions shape the individual, functionalism sees this as a positive thing, while conflict theories see institutions are run for the benefit of a dominant group in society. Hence the candidate was awarded **1 mark** for the point, '...functionalism argues that institutions do control and shape society and individuals but that this has a positive impact ...' (lines 3-6) and a further **1 mark** for stating, 'Whereas conflict theories ...argues that institutions control, shape and limit individuals and that this is a negative thing ...' (lines 9-14).

The candidate was awarded **1 mark** for using relevant examples, for example, lines 14-17, '...Marxists argue that proletariat are exploited negatively by bourgeoisie institution owners and feminists argue women are unfairly disadvantaged by patriarchal institutions.'

Question 4 – Describe any two stages in the research process.

The candidate was awarded **4 out of 4 marks**.

They exceeded the requirement for maximum marks.

They named a stage of the research process correctly as Hypothesis, the second stage of the process (**1 mark**). The candidate was awarded another **1 mark** as they explained that a hypothesis is a statement that can be tested (line 6) and provided an example (lines 7-9).

In the second paragraph, the candidate named another stage as fieldwork and explained that this is when the research is carried out using the measurements, methods and sample chosen in the operationalisation stage, (lines 1-5) (**1 mark**). Another **1 mark** was awarded as the candidate gave an accurate example (lines 8-11).

Question 5 – Describe two features of focus groups.

The candidate was awarded **4 out of 4 marks**.

They provided two accurate features of focus groups.

For instance **1 mark** was awarded for stating that the group are interviewed together (lines 1-4) and **1 mark** for stating that that members of the group can, '...build off each others ideas, in order for the researcher to gather qualitative data.' (lines 6-7).

In the second paragraph, lines 5-7, **1 mark** was awarded for explaining that the group is asked a general topic/question which leads to discussion.

In lines 9-13, the candidate was also awarded **1 mark** for the example given.

Question 6 – Evaluate participant observation as a research method.

The candidate was awarded **6 out of 6 marks**.

They were awarded **1 mark** for the point made in lines 1-4 that the researcher gets an accurate insight into human behaviour. Another **1 mark** was awarded for the explanation that covert participant observation (PO) can provide a way for the researcher to become part of the group and get an 'unfiltered' representation of the group's behaviour (lines 4-9).

They were awarded **1 mark** for contrasting the above with overt observation (lines 16-19) as the group may change their behaviour if they know they are being watched.

A further **1 mark** was awarded for making the point that PO is a costly research method due to the high amount of researcher time required. The candidate then develops this point in paragraph 2 and is awarded another **1 mark**. 'This means that the researcher has to spend a lot of time becoming ingrained in the group and observing them and then a lot of time after ...' (lines 3-6).

In the third paragraph the candidate was awarded **1 mark**, as they make another point about the ethics of PO. Line 3 'This means it is unethical as the group that are being observed are unaware ...'.

The candidate also gives further points such as an example of PO.

Question 7 – Explain the impact of socialisation on the formation of identity.

The candidate was awarded **8 out of 8 marks**.

They were awarded **1 mark** for stating that socialisation impacts on the formation of identity and that family is the primary agent of socialisation (line 1).

1 mark was awarded for explaining that family impacts on the formation of age identity. In lines 6-8 the candidate states that family, '...impacts on the formation of age identity by giving children of different ages different levels of responsibility'.

1 mark was also given for the examples on lines 9-13.

The candidate was awarded **1 mark** for explaining the impact on gender identity (lines 14-19). '...giving boys and girls different toys ...girls were encouraged to play with toys to prepare them for the role of housewives eg dolls, kitchen ...'.

The second part of the response deals with secondary socialisation. **1 mark** was awarded for stating, 'Secondary agents of socialisation are institutions in society for example school and the workplace.' (lines 1-3).

Another **1 mark** was awarded for the explanation that school reinforces gender identity as boys and girls are influenced to choose different subjects (lines 4-6).

1 mark was awarded for the examples given (line 7-11).

Developing this point further the candidate was awarded another **1 mark** for explaining that the workplace impacts on age identity by paying older employees more and providing an example (lines 17-19), 'This means the minimum wage for under 18s is lower than 23+ ...'.

Question 8 – Explain high and popular culture using one sociological theory.

The candidate was awarded **5 out of 7 marks**.

They were awarded **1 mark** for explaining that Marxists claim that the bourgeoisie can prevent the proletariat accessing High Culture.

They then went on to explain in lines 6-10 of this response that the bourgeoisie can make high culture activities such as opera, grouse shooting, the ballet etc, unavailable to the proletariat by making it too expensive (**1 mark**).

The candidate was then awarded a further **1 mark** for explaining that Marxists claim that the bourgeois media influence popular culture. In paragraph 2 of the response, they were awarded another **1 mark** by explaining that the bourgeoisie use their power and higher status to portray certain TV shows, singers, products as part of popular culture (lines 16-24). **1 mark** was awarded for the exemplification at the bottom of paragraph 2.

Question 9(a) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: describe two findings of the study.

The candidate was awarded **4 out of 4 marks**.

They were awarded **1 mark** for paragraph 1, where the candidate explains that '...the media painted exaggerated and distorted pictures of the Mods and Rockers.' (lines 2-4).

A further **1 mark** was awarded for lines 4-5 as the candidate explains the young people were labelled as aggressive and even suggesting full scale riots.

In paragraph 2 of this response, **1 mark** was also awarded for the candidates point regarding the media creating a 'deviance amplification spiral' (lines 4-5).

Another **1 mark** was awarded for the point made that, 'This also highlights that the older age identity groups (police and media owners) have power over the youth subculture (younger age identity) groups' (lines 14-17).

Question 9(b) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: evaluate the study.

The candidate was awarded **6 out of 6 marks**.

They were awarded **1 mark** as they identified a strength of the study is that it used interviews (line 2). The candidate then goes on to explain why this is a strength (lines 5-8), as it gave the study recollections of events by those who had been there (**1 mark**).

In paragraph 2, the candidate was awarded **1 mark** for identifying another method used by Cohen, media analysis, as a strength. A further **1 mark** was awarded as this point was further developed in lines 3-7, 'This allowed comparison between primary and secondary data which ...showed the exaggeration ...'.

A further **1 mark** was awarded in paragraph 3 of this response as they question one of the methods Cohen used, in that, he interviewed the Mods and Rockers well after the Bank Holiday events and recollections could be inaccurate (lines 3-5). Another **1 mark** was also awarded as the candidate made the point that this could affect the reliability of the data collected (lines 7-10).

Question 10 – Analyse a social issue of your choice. This could be social mobility or any other social issue you have studied.

The candidate was awarded **25 out of 25 marks**.

Introduction

The candidate was awarded **4 marks**.

They were awarded **1 mark** as they clearly explain in lines 1-5 that there are unequal opportunities for certain groups such as class/income/race/gender.

A further **1 mark** was awarded as the candidate states that these inequalities result in an attainment gap (lines 6-8).

1 mark is awarded as they then spell out the influence of social class/income on attainment and gives a statistic to back this up in lines 11-14 '...by the age of 16 low income kids will be around two years behind high income kids.'

Another **1 mark** was awarded for the point in line 13 that the gap had widened in the pandemic.

Theory 1

The candidate was awarded **7 marks**.

They used Marxism.

They were awarded **1 mark** for explaining that educational attainment inequality is a result of inequalities between Proletariat and Bourgeoisie in a capitalist economy (lines 3-6).

In paragraph 2, the candidate states that, 'so proletariat kids will attain poorly in schools and therefore be left behind in low pay jobs and Bourgeoisie kids will get high paying jobs' (lines 6-10) (**1 mark**).

The candidate links Marxism to the Kingdon and Cassan study in paragraph 2 as they note, 'This shows that Marxism argues that for example the kids claiming free school meals in Kingdon and Cassan (proletariat kids) will attain more poorly, causing educational attainment inequality.' (lines 10-14) (**1 mark**).

1 mark was awarded at the start of paragraph 3, lines 2-4 where they explain that Marxists claim that 'institutions reinforce class inequality and therefore causes attainment inequality'.

1 mark was awarded for the statistics given as a strength of Marxism demonstrating that social class is a huge factor in attainment. In paragraph 4, lines 6-11 the candidate states, 'A study at Columbia University showed that 5% of adults who were never poor in childhood were poor at 20 and 25 and 46% of 25 year olds and 40% of 20 year olds who were poor for 8-14 years in childhood were poor in adulthood ...'.

1 mark was also awarded for the functionalist critique of Marxism (paragraph 6) and **1 mark** for the feminist critique (paragraph 7).

Theory 2

The candidate was awarded **7 marks**.

They used Labelling.

They were awarded **1 mark** for the point made on lines 6-7 that the label can become the pupils master status.

A further **1 mark** was awarded as the candidate noted that the pupil can internalise the label (lines 11-12).

At the beginning of paragraph 2, they talk about how interaction with significant others can impact on pupils. In paragraph 2, line 4, they give an example of the impact a teacher may have (**1 mark**).

In paragraph 3, the candidate makes a link to the study by Rosenthal and Jacobsen (line 4) explaining the impact on attainment of a positive label by teachers (lines 5-8) (**1 mark**).

In paragraph 3, **1 mark** was awarded for the candidate's exposition of self-fulfilling prophecy. They explain that the pupils may internalise the label and then act out the label.

1 mark was awarded in paragraph 5, as an explained weakness of labelling is that not every pupil internalises the label and acts out 'they will reject the label and aim to prove it wrong'.

A further **1 mark** was awarded for the candidates use of functionalist theory in paragraph 6 to critique labelling, '...they should be able to work harder to achieve more highly through meritocracy ...'.

Study

The candidate was awarded **7 marks**.

They used the Kingdon and Cassen Study.

They were awarded **1 mark** for the point made at the top of paragraph 1 which states that, '...boys outnumber girls as low achievers by 2 to 3'.

In the second paragraph the candidate was awarded **1 mark** for stating. '...but the previous finding highlighted boys have a higher chance of attaining poorly.' (lines 7-9).

A further **1 mark** was awarded as the candidate includes another finding (lines 14-16), '...only 14% of the incidences of low attainment are to do with the school and the quality of the school.'

The candidate was awarded **1 mark** for explaining the strength of the study is that it used a large sample from different schools and local authority areas (paragraph 2, lines 23-26) meaning that results can be easily generalised (**1 mark**).

A further **1 mark** was awarded for correctly identifying that the study was a longitudinal study making it more accurate (lines 30-32).

The candidate also identified an accurate weakness; **1 mark** was awarded for identifying the limitation of the study being its age and that it only looked at England (paragraph 3, lines 1-10).

The candidate was awarded **78 out of 80 marks**.

Candidate 5

Question 1 – Describe two features of symbolic interactionism.

The candidate was awarded **4 out of 4 marks**.

They were awarded **1 mark** in paragraph 2 about the 'I' and 'me'. A further **1 mark** was awarded for the point, 'conception of who we are ...agents of socialisation'.

Further marks were awarded for describing features of symbolic interactionism relating to labelling. **1 mark** was awarded for the point made in paragraph 2, lines 7-10 where they claim, '...labelled as deviant may not only act in a criminal way because society expects them to ...' and a further **1 mark** was awarded for, 'but because being deviant has become part of their identity-part of their "me" – as it is how others see them ...'.

This candidate could also have been awarded 2 marks for paragraph 3 (if the maximum had not already been awarded) where they note that symbolic interactionism takes a micro approach and 'focused on interactions between individuals (as well as small groups) in society as an explanation for sociological trends and phenomenon rather than broader structural forces which may have influence on human behaviour.'

Question 2 – Explain one difference between Marxism and Weberism.

The candidate was awarded **3 out of 3 marks**.

They were awarded **1 mark** for the point that a difference is, '...the extent to which they are conscientious of interactions between individuals within society. While Weber is a social theory which attempts to harmonise the structural and action approach ...'. The candidate continues (lines 5-6) while, 'Marxism is purely focussed on the structural aspect of the human experience' (**1 mark**). A further **1 mark** was awarded as the candidate then continues to explain Marxism taking a macro approach while Weber takes a micro.

Question 3 – Analyse similarities and differences between consensus and conflict theories.

The candidate was awarded **3 out of 9 marks**.

They were awarded **1 mark** for the points in paragraph 4 where the candidate explains that they are all 'structural approaches ...'.

2 marks were awarded for the points made in paragraph 5, lines 12-14 claiming that structural theories treat inequalities 'as the gravest injustice ...,' whilst,

'...functionalists argue that these inequalities exist to a much lesser degree ... and are necessary for social harmony'.

Question 4 – Describe any two stages in the research process.

The candidate was awarded **2 out of 4 marks**.

The first paragraph is not a stage of the research process and therefore no marks were awarded (**0 marks**).

In the second paragraph of the response the candidate was awarded **1 mark** for correctly identifying a substage of operationalisation, in that, selecting appropriate methods.

Furthermore, the candidate goes on to explain some issues the researcher may use to consider selection of appropriate research methods. This was awarded another **1 mark**.

Question 5 – Describe two features of focus groups.

The candidate was awarded **4 out of 4 marks**.

In the first paragraph of the answer the candidate explains that focus groups are a 'qualitative method' (method that generates qualitative data), '...focusing on the quality of answers rather than the quantity of data.' (**1 mark**).

In lines 3-5 the candidate gains another **1 mark** as they give an example of their point, '...the quality and interpretability of the answer from those people will be greater than that could be gleaned from official statistics such as the number of prison rapes in a given year.'

In the second paragraph, **1 mark** is awarded for the point about focus groups being based on interaction between participants (lines 2-3). The candidate then goes on to exemplify this point, 'As such, this method may be a more appropriate way of investigating social facts such as the interactions between old people and young people ...' (**1 mark**).

Question 6 – Evaluate participant observation as a research method.

The candidate was awarded **5 out of 6 marks**.

They were awarded 2 marks (in total) for the weakness described in the first paragraph about the Hawthorne effect: 'If the participants are aware they are being observed, they may alter their usual answers ...' (**1 mark**).

The second of the two marks awarded was for the point in the same paragraph, 'giving them an answer they want, rather than a perfectly honest answer.'
(1 mark).

1 mark was awarded for the candidate's response in paragraph 2, '...fewer ethical concerns as no person is being deceived and observed without their knowledge.'

A further **1 mark** was awarded in paragraph 2, line 3, '...to secretly observe someone as it violates their right to privacy.'

The candidate was also awarded **1 mark** in paragraph 3, lines 1-3, '...qualitative method ...instead of valuing the pure quantity of data collected ...'.

Question 7 – Explain the impact of socialisation on the formation of identity.

The candidate was awarded **8 out of 8 marks**.

They were awarded **1 mark** for the point on the rules of society in paragraph 1, line 2 'for example ..., they are pressured by societal forces to socialise into their new cultural backdrop and obey the rules of society ...'.

A further **1 mark** was awarded in paragraph 2 about primary socialisation, describing that it takes place when, 'we are very young.' (line 2) and that, '...influence comes from our parents or close family members.' (line 3).

Another **1 mark** was awarded for the candidate's point about the role of religion for some and social media, '...as many parents give their children phones and tablets ...'.

In paragraph 2, the candidate is credited for making the point that secondary socialisation never really finishes (line 1) **(1 mark)**.

In paragraph 4, the candidate was awarded **1 mark** for, '...we are defined almost exclusively in relation and comparison to our parents as it is through them that we can gain an appreciation and comprehension of the world.'

A further **1 mark** was awarded for the point made about when we are adults, 'we strive to less clearly define our favourites and least favourites because secondary socialisation allows us to define ourselves in alternative ways.'

Another **1 mark** was awarded in paragraph 5 where the candidate explains that we define ourselves independently of our parents.

In paragraph 6 the candidate explains the various factors that can impact on identity and the role of socialisation, '...that grants us this complexion of experiences and influences ...so it is socialisation and its agents ...have the most significant impact on the formation of identity ...' **(1 mark)**.

Question 8 – Explain high and popular culture using one sociological theory.

The candidate was awarded **7 out of 7 marks**.

They were awarded **1 mark** for explaining a Marxist view of high culture, 'Marxists ... The reason that Lacrosse and Polo are seen as being symptomatic of high culture is because the sports require expensive equipment, access to lots of land and good connections ...'.

A further **1 mark** was awarded for the candidate's point that the proletariat, through costs etc, are deliberately excluded from these activities, '...the bourgeoisie can keep the proletariat excluded from participation in these activities.'

1 mark was awarded in paragraph 2 for explaining the link between education levels and fine art and other cultural activities associated with high culture. Hence the candidate then commented, '...there is a very clear cultural stratification between those who attend schools like Eton ...and clubs like the Bullingdon club who had the education required to engage in things like fine art and poetry ...', gaining another **1 mark**.

They were then awarded **1 mark** in paragraph 3 by explaining how Marxists link power and culture (lines 3-4), 'They had the right connections ...and use that power in their own class interest.'

In paragraph 5, the candidate was awarded a further **1 mark** as they show that popular culture is often that which is relatable to the masses, for instance, relatable to their socioeconomic position (lines 1-3).

Finally, in paragraph 5 the candidate shows how some things that started as popular culture is now considered as high culture such as the plays of Shakespeare which is considered popular culture of the time but not today (**1 mark**).

Question 9(a) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: describe two findings of the study.

The candidate was awarded **4 out of 4 marks**.

They were awarded **1 mark** for stating that Cohen found that media tends to exaggerate the scale of problems (paragraph 1, lines 1-2) and that 'This process of exaggeration which feeds into a panic' (lines 2-3). An additional **1 mark** was awarded for pointing out that this was, '...magnified and multiplied by newspapers who used it to cause such a moral panic.' (paragraph 1, lines 7-8).

A further **1 mark** was awarded in paragraph 2, lines 4-6 as the candidate explained, 'It was medias ...exaggerated stories of the misdeeds of the groups ...which escalated the situation.'

Finally, **1 mark** was awarded for the point in paragraph 2 that this exaggeration often made things worse, '...the media shining a spotlight on folk devils ...often worsens situations.' (lines 7-8).

Question 9(b) – Using the study, Cohen, S. (1972) Folk Devils and Moral Panics: evaluate the study.

The candidate was awarded **3 out of 6 marks**.

They were awarded **1 mark** for claiming that the study is relevant today.

A further **1 mark** was awarded as the candidate explained this point, 'the concept of "clickbait" is a descendant of sensationalising headlines that twist and exaggerate even minor things until they become a serious folk devil.' (lines 4-6).

They were also awarded **1 mark** for making the point that the study is replicable by looking at social media today (lines 6-7).

The candidate cannot be credited for the weakness as it gives the opposite of the stated strength ('no longer relevant').

Question 10 – Analyse a social issue of your choice. This could be social mobility or any other social issue you have studied.

The candidate was awarded **21 out of 25 marks**.

Introduction

The candidate was awarded **4 marks**.

The candidate accurately explains that Durkheim set out to prove there was a social dimension to suicide (paragraph 1, lines 6-7) (**1 mark**).

The candidate was awarded marks for defining terms, hence in paragraph 1, suicide definition, social regulation and social integration definitions were awarded **1 mark**.

Their subsequent definitions of types of suicide (paragraph 2 and 3), suicide relating to too much or too little social integration, was awarded **1 mark**. **1 mark** was awarded for the explanation of other types of suicide, for example, egoistic.

Theory 1

The candidate was awarded **6 marks**.

They used functionalist perspective.

They were awarded **1 mark** as they accurately note that for functionalists, suicide is a normal part of society (paragraph 1, lines 4-5).

1 mark was awarded for stating that suicide can have a social purpose for instance in Inuit tribes, in order not to put a strain on the resources (paragraph 2, lines 1-5).

1 mark was awarded for the point, 'Functionalists would point to examples like these to say that suicide is not in every instance a social disbenefit ...' and providing examples, for instance, Kamikaze pilots (paragraph 2, lines 7-8) (**1 mark**).

The candidate was awarded **1 mark** in paragraph 3 by explaining the significance of maintaining the norms and values of society and keeping normlessness in check (lines 1-4).

A further **1 mark** was awarded under types of suicide, paragraph 2, lines 2-5 'This is when people feel like they are excluded from society ... They therefore take their lives as the only option.'

Theory 2

The candidate was awarded **6 marks**.

They used Marxist perspective.

They were awarded **1 mark** for stating that Marxists argue the way society is organised can lead to suicide (paragraph 1, line 1).

They further develop the point that the lower classes are socioeconomically excluded from participation in society and therefore lack integration (lines 6-8) (**1 mark**).

In paragraph 2, they were awarded **1 mark** for making the point that in a capitalist society material wealth is prioritised and the proletariat are alienated from the products of their labour (lines 1-3).

Another **1 mark** was awarded as they go on to explain that the culture of society as a whole is consumerist in nature (line 6). A further **1 mark** was awarded as they provide examples such as Black Friday and Christmas time. The candidate then links this back to suicide in line 9 claiming, '...Christmastime when the rates of suicide are highest ...' and, 'the glorification of high culture which many of the lower classes struggle to attain.' (paragraph 3, lines 3-4) (**1 mark**).

Study

The candidate was awarded **5 marks**.

They were awarded **1 mark** for the finding that men are more likely to attempt suicide and more likely to succeed (paragraph 1, lines 1-3).

1 mark was awarded for the finding that in periods of social turmoil suicide rates go down (paragraph 2, line 1).

They were awarded **1 mark** for pointing out that, '...during a crises, more of an effort is made to emphasis social integration and cohesion ...' (paragraph 2, line 6-8). In paragraph 3, line 1, the candidate gives the example of those who are married being less likely to kill themselves, relating this to social integration (**1 mark**).

The candidate was awarded **1 mark** for noting that the study is linked to functionalism (paragraph 4, line 1).

The candidate was awarded **64 out of 80 marks**.