Cambridge O Level

SOCIOLOGY   **2251/01**
Paper 1 Research Methods, Identity and Inequality   **For examination from 2025**
MARK SCHEME
Maximum Mark: 80

Specimen

                 [Turn over

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1: Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptions for the question • the specific skills defined in the mark scheme or in the generic level descriptions for the question • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2: Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3: Marks must be awarded **positively**: • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate • marks are awarded when candidates clearly demonstrate what they know and can do • marks are not deducted for errors • marks are not deducted for omissions • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.
GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

**Social Sciences-Specific Marking Principles
(for point-based marking)**

1	**Components using point-based marking:** • Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion. From this it follows that we: **a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term) **b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct **c** DO credit answers where candidates give more than one correct answer in one prompt/ numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …). **d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.) **e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities **f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted). **g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)
2	**Presentation of mark scheme:** • Slashes (/) or the word 'or' separate alternative ways of making the same point. • Semi colons (;) bullet points (•) or figures in brackets (1) separate different points. • Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).
3	**Annotation:** • For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking. • For levels of response marking, the level awarded should be annotated on the script. • Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Assessment objectives

AO1 Knowledge and understanding
- Demonstrate knowledge and understanding of sociological concepts, theories, evidence, views and research methods.

AO2 Interpretation and application
- Apply relevant sociological concepts, theories, evidence, views and research methods to support points or develop arguments.
- Explain how sociological concepts, theories, evidence, views and research methods apply to a particular issue or question.

AO3 Analysis and evaluation
- Analyse and evaluate sociological theories, evidence, views and research methods:
    - explain the strengths and limitations of sociological theories, views and research methods
    - construct, develop and discuss sociological arguments
    - reach conclusions and make judgements based on a reasoned consideration of available evidence.

Generic levels of response grids

Using the mark levels

For all questions except Q1(e), please use the instructions below.

Use the generic mark scheme levels to find the mark. Place the answer in a level first. Look for the 'best fit' of the answer into a level. Consider the levels above and below to ensure you have selected the right one.

An answer needs to show evidence of most but not necessarily ALL of the qualities described in a level, in order to be placed in that level. Award a mark for the relative position of the answer within the level.

Candidates may address the question in many different ways; there is no one required answer or approach. Do not penalise answers for leaving out a particular focus. Reward what is there rather than what is missing.

For Q1(e), there are separate instructions for marking using Table B, which does not use a best fit approach to a levels of response grid.

Table A – use this table to mark Q1(d)

Level	Description	Marks
3	• Good sociological knowledge and understanding of the debate. • Sociological terms and concepts are applied appropriately and consistently throughout. • Two developed points on **both** sides of the debate and a clear focus on the question throughout. • The answer is two sided and comes to a relevant conclusion by making a judgement on the question.	8–10
2	• Some sociological knowledge and understanding of the debate. • Some application of appropriate sociological terms and concepts. • Some developed and/or partially developed points, with some focus on the question. • The answer is likely to be two sided and may come to a conclusion or make a judgement on the question. **A one-sided answer cannot score higher than 5 marks.**	4–7
1	• Limited knowledge and understanding of the debate. • Little or no application of appropriate sociological terms and concepts. • Either a single developed point or more points which are undeveloped. Points are likely to be common sense/descriptive and lack clarity, with little focus on the question. • The answer is likely to be one sided, or two sided but list-like, with no conclusion or judgements.	1–3
0	• No creditable response.	0

Table B – use this table to mark Q1(e)
The total mark for Q1(e) is 12 marks. The marking criteria are:
- Methods and evidence – maximum 4 marks
- Reasons for choices – maximum 4 marks
- Application to context – maximum 4 marks

Examiners should choose a mark for each criteria separately, then add the marks together to reach the final mark.

Methods and evidence 4 marks	Reasons for choices 4 marks	Application to context 4 marks
Excellent knowledge of methods and evidence. • A detailed and accurate description of two primary methods and sampling and one piece of secondary evidence. • Sociological terms and concepts are used appropriately and consistently throughout. 4 marks	Excellent rationale for choices. • Accurate reasons are given for all primary methods, sampling and secondary evidence. • Appropriate references to evaluative concepts, such as reliability, validity, generalisability and representativeness. 4 marks	Excellent context. • Frequent reference to the specific area of investigation for all primary methods, sampling and secondary evidence. 4 marks
Good knowledge of methods and evidence. • A fairly detailed and/ or mostly accurate description of two primary methods and sampling and one piece of secondary evidence. • Sociological terms and concepts are mostly relevant and used regularly. 3 marks	Good rationale for choices. • Accurate reasons are given for most primary methods, sampling and secondary evidence. • Some appropriate reference to evaluative concepts, such as reliability, validity, generalisability and representativeness. 3 marks	Good context. • Reference is made to the specific area of investigation for most primary methods, sampling and secondary evidence. 3 marks
Some knowledge of methods and evidence. • Some description of either primary methods, sampling and/ or secondary evidence. There may be errors, omissions or a lack of clarity in the response. • May include a few sociological terms and concepts. 2 marks	Some rationale for choices. • Some reasons are given for either primary methods, sampling and/or secondary evidence. • Little or no appropriate reference to evaluative concepts, such as reliability, validity, generalisability and representativeness. 2 marks	Some context. • Some reference to the specific area of investigation for either primary methods, sampling and/or secondary evidence. OR • Makes contextual links throughout but they are generic and/or simply repeating the context given in the question. 2 marks

Methods and evidence 4 marks	**Reasons for choices 4 marks**	**Application to context 4 marks**
Limited knowledge of methods and evidence. • A limited description of either primary methods, sampling and/or secondary evidence. Description is brief and simplistic and/or the answer is list-like. There are likely to be errors, omissions or a lack of clarity in the response. • Sociological terms and concepts are unlikely to be used. 1 mark	Limited rationale for choices. • Very few/simple reasons are given for either primary methods, sampling or secondary evidence. • No appropriate reference to evaluative concepts, such as reliability, validity, generalisability and representativeness. 1 mark	Limited context. • Makes limited contextual links, which are generic and/or simply repeat the context given in the question. 1 mark
• No creditable response. 0 marks	• No creditable response. 0 marks	• No creditable response. 0 marks

Table C – use this table to mark Q2(e) and Q3(e)

Level	Description	Marks
3	• Good sociological knowledge and understanding of the question. • Three points supported by evidence and analysis. • Sociological terms and concepts are applied appropriately and consistently throughout. • Points are well developed and clearly explained throughout.	7–8
2	• Some sociological knowledge and understanding of the question. • Most points are supported by evidence and/or analysis. • Some application of appropriate sociological terms and concepts. • Some points are partially developed or explained.	4–6
1	• A limited sociological knowledge and understanding of the question. • Points have a tendency to be descriptive, with little or no evidence and/or analysis. • Little or no application of appropriate sociological terms and concepts. • Points are generally undeveloped and may lack clarity.	1–3
0	• No creditable response.	0

Table D – use this table to mark Q2(f) and Q3(f)

Level	Description	Marks
4	- Excellent sociological knowledge and understanding of the debate. - Sociological terms and concepts are applied appropriately and consistently throughout. - Three developed points supported by evidence and analysis on both sides of the debate, with a clear focus on the question throughout. - The answer is two sided and balanced and comes to a conclusion or judgement.	12–14
3	- Good sociological knowledge and understanding of the debate. - Sociological terms and concepts are applied appropriately with some frequency. **Either** one or two developed points supported by evidence and analysis on both sides of the debate, **or** a range of developed and partially developed points on both sides of the debate, with a focus on the question. - The answer is two sided but may lack balance, and may come to a conclusion or may make a judgement on the question.	8–11
2	- Some sociological knowledge and understanding of the debate. - Some application of appropriate sociological terms and concepts. - Some partially developed points supported by evidence and/or analysis, and some focus on the question. One point may be developed on one side of the debate. - The answer may be simple two sided evaluation, or only cover one side of the debate, and may come to a conclusion or make a judgement on the question. **A one-sided answer cannot score higher than 6 marks.**	4–7
1	- A limited sociological knowledge and understanding of the debate. - Little or no application of appropriate sociological terms and concepts. - Points may be list-like, have a tendency to be descriptive, with little or no evidence and/or analysis. - The answer may be one sided, short or undeveloped, with no conclusion or judgements.	1–3
0	No creditable response.	0

Research methods

Question	Answer	Marks
1(a)(i)	**From Source A, identify <u>two</u> personal topics covered in 'The Study of Adult Development'.** Award **one** mark for each point correctly identified from Source A (up to a maximum of **two**). • mental health • physical health • work • relationships • ageing • retirement	**2**
1(a)(ii)	**Using information in Source A, explain <u>two</u> reasons why in-depth interviews were useful in investigating what makes people healthy and happy.** Award **one** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**). Possible responses: • In-depth interviews allow researchers to gain qualitative data from the participants which gives a detailed picture of everyone's life, e.g. ageing and retirement. • Interviews are conducted face-to-face and this allows researchers the possibility of developing empathy and thus achieve a more holistic understanding of participants' lives. • In-depth interviews aim to develop a rapport with participants, leading to more valid data about sensitive issues such as mental health and relationships. • In-depth interviews allow participants to speak in their own words, lowering the possibility of researcher bias. • The subject matter included personal topics and, as in-depth interviews are flexible, the researcher can respond sensitively to the participants when discussing issues like mental health or relationships. • Any other reasonable response.	**4**

Question	Answer	Marks
1(a)(iii)	**Using information in Source A, explain <u>three</u> reasons why the sample may not be representative of all people.** Award **one** mark for each point correctly identified from the source (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Only 268 people were sampled – this is not a large enough sample to represent all human beings. • The sample were all white – the experiences of one ethnic group may not represent those of other ethnic groups. • The sample were all male – the experiences of women may be different from men. • The sample were all students – the life course and experiences of those not attending university may be different, hence the sample is unrepresentative of non-students. • The students are likely to be drawn from privileged social classes as they attended an elite university (Harvard) – their life experiences may be different to those who were born into less privileged social classes. • The sample was all people living in the United States – the experiences of people living elsewhere may be different hence the sample is unrepresentative. • The sample were all mentally and physically fit – the experiences of people who have medical or mental health problems may be different and hence the sample does not reflect all people. • Any other reasonable response.	6
1(b)	**Identify <u>two</u> types of question used by sociologists.** Award **one** mark for each type correctly identified (up to maximum of **two**). Possible responses: • open questions • closed questions • scaled questions • multiple choice questions • any other reasonable response	2

Question	Answer	Marks
1(c)	**Explain <u>one</u> strength and <u>one</u> limitation of official statistics.** Award **one** mark for a strength correctly identified. Award **one** mark for development of the strength. Award **one** mark for a limitation correctly identified. Award **one** mark for development of the limitation. Possible strengths: • Official statistics are a form of quantitative data and are used by positivists as they allow for the counting and measurement of social phenomena. • Official statistics can easily be converted into charts, graphs and tables for easy analysis by sociologists. • Official statistics can be readily compared, e.g. over time or by social characteristic and then patterns and trends in data can be observed. • Official statistics are often large scale, as they are collected by governments, and are often representative of the population under study. • Official statistics are seen to be a reliable form of data as standardised measurements are used in the data collection. • Any other reasonable response. Possible limitations: • Official statistics are collected by/for the government rather than sociologists, so those available may not be entirely fit for purpose in a sociological investigation. • Official statistics may be politically biased to show the prevailing government in a favourable light and this negatively impacts upon their validity. • Sometimes definitions used in collecting official statistics change over time, this makes comparisons difficult, e.g. unemployment, crime. • Official statistics lack depth and detail as they are quantitative rather than qualitative data, hence they cannot answer the 'whys' or reasons for social phenomena. • Any other reasonable response.	4

Question	Answer	Marks
1(d)	**Evaluate the interpretivist approach to sociological research.** **Your answer should include:** • **at least <u>two</u> arguments for the approach and <u>two</u> arguments against the approach** • **a conclusion.** Use Table A to mark answers to this question. Possible responses for: • Sociologists need to understand how individuals make sense of their interactions and behaviours and therefore an in-depth micro approach is needed. • Humans are not 'puppets' but possess choice and agency, so interpretivists use qualitative methods which aim to uncover these, e.g. interviews, participant observations. • It is crucial to understand the 'why' behind statistical patterns and trends in social behaviour, thus qualitative data is needed for a valid picture of social reality. • Individuals are complex and people experience society in different ways and have their own reasons for acting in the world, thus scientific methods are not appropriate as they simply measure phenomena. • Interpretivists criticise 'scientific sociology' (positivism) because many of the macro level statistics it relies on are themselves socially constructed, so it concentrates on understanding micro social interactions in detail. • Any other reasonable response. Possible responses against: • Unlike interpretivists, positivists believe sociologists should use a scientific approach which should allow them to uncover the 'social facts' /laws that govern social behaviour. • A positivist approach that uses methods that are high in reliability allows research to be checked because the methods are standardised and hence repeatable, unlike interpretivist methods. • Interpretivist methods for researching social behaviour are prone to bias in data collection, positivists believe that errors and bias can be reduced by standardising the methods used and being objective. • Interpretivist methods alone are not the most effective – some argue that reliability and validity are equally important in researching social behaviour and thus advocate a triangulation of data from both positivism and interpretivist perspectives. • Interpretivism usually uses only small samples and hence results are often unrepresentative and not generalisable to the wider research population. • Any other reasonable response.	**10**

Question	Answer	Marks
1(e)	**Explain the research methods and evidence that you would choose to investigate how young people use the internet. Give reasons for your choices.** **Your answer should include:** • <u>two</u> **primary methods with relevant sampling** • <u>one</u> **source of secondary evidence.** Use Table B to mark answers to this question. Possible types of secondary evidence: • Official and other statistics, e.g. on internet usage/consumption. • Previous sociological research on young people's use of the internet. • Personal documents such as diaries, social media posts, emails etc. • Historical documents that relate to young people's consumption of the internet in the past. • Newspaper reports on young people's internet consumption. • Any other reasonable evidence. Possible primary methods: • Questionnaires – closed questions may allow for the collection of quantitative data, e.g. how often young people use the internet and for what purposes. • Semi-structured interviews allow for some qualitative and some quantitative data to be uncovered on young people's use of the internet due to the inclusion of closed and open questions in a more flexible format. • Unstructured interviews are likely to yield more depth and detail about young people's use of the internet due to the conversational style of the interview, which should also make young respondents feel more comfortable and give high validity. • Group interviews provide a more comfortable environment for young people as well as a less time-consuming option than other interview types. • Observation – conducting a covert participant observation whilst in a chatroom or similar forum, or of family and friends as they use the internet, may help to uncover appropriate data. • Structured interviews – having a researcher ask closed questions to young people may allow for misunderstandings to be clarified, and quantitative data on internet usage could be gathered. • Any other reasonable method. Possible sampling points: • Groups to be targeted, e.g. a sample of university or school students. • Sample sizes, e.g. 200 questionnaires given out to school-aged students. • Sample types, e.g. a sample that is stratified by age, gender and ethnicity. • Sample composition, e.g. 50 students made up of 25 males and 25 females. • Access to sample, e.g. via a gatekeeper such as a headteacher or putting an advert on a student website. • Any other reasonable sampling choice.	**12**

Question	Answer	Marks
1(e)	Methods and evidence	4
	Application to context	4
	Reasons for choices	4

Identity: self and society

Question	Answer	Marks
2(a)(i)	**Define the term: feminism** Award **one** mark for a partial definition, e.g. fighting for women. Award **two** marks for a clear definition, e.g. the sociological perspective that focuses on gender and patriarchy.	**2**
2(a)(ii)	**Define the term: primary socialisation** Award **one** mark for a partial definition, e.g. how we are brought up. Award **two** marks for a clear definition, e.g. the phase in which children learn basic norms and values from the family.	**2**
2(b)	**Give <u>two</u> examples of social control used in education.** Award **one** mark for each point correctly identified (up to a maximum of **two**). Possible responses: • detentions • telling off / being chastised by the teacher • praise • rewards • any other reasonable response	**2**
2(c)	**Explain <u>three</u> reasons why people may join deviant sub-cultures.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • To achieve status within the peer group – status frustration due to failure in school or wider society may lead some to achieve status in a socially unacceptable way, e.g. by joining a gang. • Inadequate socialisation – the New Right argue that some individuals are not taught the correct norms and values or may have unsuitable role models, hence they are more likely to fall into a deviant sub-culture. • Some people suffer relative deprivation which leads them to join criminal groups to make money. • Individuals from some marginalised groups may be negatively labelled and end up in deviant sub-cultures as a self-fulfilling prophecy. • For thrills and excitement – some people enjoy the adrenalin rush from doing deviant or illegal acts, e.g. gangs. • Any other reasonable response.	**6**

Question	Answer	Marks
2(d)	**Explain three ways identity can be chosen rather than given in the digital age.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Social media posts where identity can be constantly re-edited. • Virtual communities which require users to create their own avatar via which they interact and form relationships in an online 'world'. • Postmodernists argue that individuals can now write and edit their own online profiles and select and continually edit their public persona. • It is possible to create an identity or identities online that are far removed from your offline identity and this can be empowering for some. • Joining social networks based on personal interests or hobbies, political affiliations, etc. • Through online consumption patterns – buying clothes, accessories and goods/services associated with a chosen lifestyle. • Dating websites in which people create profiles to meet and interact with others searching for a relationship. • Any other reasonable response.	**6**
2(e)	**Discuss the view that a global culture has now emerged.** **Your answer should include:** • **at least three developed points with evidence.** Use Table C to mark answers to this question. Possible responses: • Digital technology allows everyone access to global media which is dominated by transnational companies like Netflix, Disney etc. and their products promote westernised norms and values which are gaining global acceptance. • The ease of global trade and the power of global advertising means that certain types of clothing, such as jeans and t-shirts, have become commonplace all over the world. • Globalisation has brought an emphasis on consumerism in which the same premium brands are sought after and sold worldwide, e.g. Apple, Amazon, Nike etc. • Food and drink – individuals can buy MacDonald's almost everywhere, equally you can buy pizza in Hong Kong and noodles in New York and you can drink Coca-Cola everywhere. • The film and music industries continue to be dominated by Western English language products emerging from Hollywood and major Western music labels. • There are now global sports events such as the soccer World Cup, Olympic/Paralympic games etc. which bring together competitors from all over the world under a common ethos and an agreed set of values. • There are now global political and economic institutions which aim to foster common human values and prosperity, e.g. the World Bank, the United Nations, WHO etc. • Any other reasonable response.	**8**

Question	Answer	Marks
2(f)	**Evaluate the view that gender is the main influence on identity.** **Your answer should include:** • **at least <u>three</u> arguments for the view and <u>three</u> arguments against the view** • **a conclusion.** Use Table D to mark answers to this question. Possible arguments for: • Social identity is shaped through processes of primary socialisation many of which are highly gendered, such as manipulation, canalisation, imitation and verbal appellation. • Gender expectations in the workplace shape our sense of self, e.g. norms of appearance for women and men are often different. • The gendered division of labour in the workplace influences how we see ourselves in relation to colleagues, e.g. women often occupy lower positions due to vertical segregation. • Social identity is influenced by gender norms and expectations in education such as subject choice, friendship groups, subcultures, dress codes, teacher expectations and labelling. • Gender stereotypes in the mass media influence how we see ourselves – role models are often stereotypical. • Peer groups are often formed along gender lines and subsequently shape the way we see ourselves in relation to the group, e.g. single-sex friendship groups reinforce traditional gender norms. • Hegemonic notions of masculinity, e.g. the male as breadwinner and protector still shape how many men see themselves and their social role. • Many religions have different expectations for different genders and within the leadership roles are segregated along gender lines, e.g. in Catholicism women can still not become priests, or the wearing of hijab or burqa to preserve female modesty. • Any other reasonable response. Possible arguments against: • Postmodernists argue gender is more fluid as alternative and non-traditional role models emerge and this reduces the effects of gender stereotypes. • Traditional notions of gender are breaking down, we now have multiple acceptable masculinities/femininities, gender convergence etc., so traditional ideas of gender are less important in shaping our sense of self. • Marxists argue that social class and access to cultural capital is more important in shaping our social identity as it determines who we interact with, our aspirations and our life chances. • For some groups race, ethnicity and religious background are more important influences on social identity than gender, e.g. nationalist groups or religious cults/sects. • Age is important in shaping our sense of self throughout the life course, e.g. teen identity and old age are both stereotyped and labelled negatively in some societies. • Gender does not work in isolation and it is a combination of factors, such as age, ethnicity and gender that operate together to influence our social identity.	14

Question	Answer	Marks
	• Postmodernists would argue that we live in a consumer-based, media-saturated society and we are free to choose our identity via our consumption and lifestyle choices – traditional sources of identity such as gender have dwindled in importance. • Any other reasonable response.	

Social stratification and inequality

Question	Answer	Marks
3(a)(i)	**Define the term: meritocracy** Award **one** mark for a partial definition, e.g. fair society. Award **two** marks for a clear definition, e.g. a society in which people achieve rewards and status according to their hard work and talents.	2
3(a)(ii)	**Define the term: racism** Award **one** mark for a partial definition, e.g. against ethnic minorities. Award **two** marks for a clear definition, e.g. prejudice and discrimination against people due to their ethnic or racial group.	2
3(b)	**Give <u>two</u> examples of how people achieve status in society.** Award **one** mark for each point correctly identified (up to a maximum of **two**). Possible responses: • education/gaining qualifications • promotion at work • develop personal talents • marriage • any other reasonable response	2
3(c)	**Explain <u>three</u> ways societies have tried to reduce social inequalities.** Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**). Possible responses: • Legislation to tackle discrimination in different countries has made it harder for minorities and women to be openly discriminated against. • Measures such as the introduction of a welfare state mean that society is now more meritocratic and individuals can achieve social mobility if they work hard. • Government measures to redistribute wealth such as new tax laws, a living wage and improved welfare benefits (such as the old age pension) have reduced poverty and narrowed the gap between rich and poor. • The introduction of free education has improved the life chances of the poorest who can now achieve qualifications and access higher status jobs. • Anti-gender discrimination legislation has improved the lives of women in many social areas such as in education and the workplace where women are now competing successfully with men. • The introduction of free health care systems enables all social groups to access good quality care and thus improve their health and longevity. • Any other reasonable response.	6

Question	Answer	Marks
3(d)	**Explain three features of a dependency culture.**	6
	Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**).	
	Possible responses: • The emergence of an underclass with anti-social values and a predisposition to crime. • Fatalism – the belief that an individual is destined or has no power to lift themselves out of poverty and so individuals become resigned to their fate. • Immediate gratification – the need to satisfy wants and desires now and the inability to defer gratification to improve one's position through education, saving etc. • Socially negative norms and values like laziness which keep people dependent on the help of the state or others for their welfare as they won't work. • New Right thinkers argue that the welfare state is inextricably linked to a dependency culture as overgenerous welfare benefits encourage people to stay on them rather than find employment. • It can lead to a cycle of poverty in which the values of dependency are passed down to succeeding generations who similarly cannot escape the poverty of their parents. • Any other reasonable response.	
3(e)	**Discuss how migration may have an impact on societies.** **Your answer should include:** • **at least three developed points with evidence.** Use Table C to mark answers to this question. Possible responses: • Emigrants from less developed countries are often young and educated leading to a 'brain drain' of human capital in their country of origin. • Immigrants may be undocumented and illegal, proving a source of cheap (exploited) labour in certain areas of the economy – sometimes leading to a form of modern slavery with few rights. • Negative perceptions of immigrants can lead to racist stereotyping, labelling and hostility – leading to changes in immigration policies and tighter border controls. • Immigrants contribute to greater cultural diversity within the host country – leading to greater mutual understanding and tolerance. • Immigrants make a great economic contribution to their host country as they may be highly skilled and/or ambitious for a better life than was possible in their country of origin. • Emigration may allow people in relatively poor countries to achieve a higher standard of living and thus support and send money and resources back to their families and communities at home. • Any other reasonable response.	8

Question	Answer	Marks
3(f)	**Evaluate Marxist views of social inequality.** **Your answer should include:** • **at least <u>three</u> arguments for the views and <u>three</u> arguments against the views** • **a conclusion.** Use Table D to mark answers to this question. Possible arguments for: • Marxists show that society is stratified by class and that this stratification is unfair with a huge gap between the privileged rich and the impoverished poor who lack status, wealth and power. • Marxists argue that the function of key social institutions such as education is to socialise/brainwash people into conformity with capitalist ideology and its values of greed, competition etc. • The media distracts people's attention away from the realities of exploitation and oppression and encourages a preoccupation with superficiality and trivia, e.g. the cult of celebrity and commodity fetishism. • Formal agents of social control are used against the masses during protests against inequality such as demonstrations, riots etc. • Figures on white collar crime show that whilst the middle and upper classes commit the highest value crimes it is the lower classes who are criminalised and punished most severely for crime. • Any other reasonable response. Possible arguments against: • Some argue that ethnic and racial division is more important than social class and cannot simply be reduced to it, e.g. hate crime, ethnic cleansing and institutional racism. • Functionalists argue that society is built on value consensus, not social conflict, and this is shown by low levels of unrest and a high degree of agreement on the basic norms and values of society. • Schools' function to provide key work-related skills and educate people so that they can take their place in a meritocratic society. • The function of families is not simply to shore up capitalism but to socialise young people into the norms and values of wider society so that social order is maintained from one generation to the next. • The formal agents punish all deviants from whatever class they belong to, e.g. white-collar criminals are increasingly being caught and punished. • Feminists disagree that social class is the main form of social stratification and argue that gender creates fundamental inequalities – patriarchy cuts across all social classes. • Some argue that social class alone cannot explain inequality but that age, ethnicity and gender must be taken into account. • Any other reasonable response.	14