Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/12**

Paper 1 **October/November 2018**

MARK SCHEME

Maximum Mark: 80

Published

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

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

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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Question	Answer	Marks
1(a)	**From the evidence in Source A, identify the <u>two</u> research methods being used.** Acceptable responses: • observation/participant observation/overt participant observation; • experiment/field experiments. **One** mark for each method correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify <u>two</u> problems researchers might have when interviewing people about their job.** Possible answers: • interviewer bias/effect; • time-consuming; • need to maintain confidentiality and privacy; • need to maintain anonymity to prevent consequences from employers; • recording and analysing the data can be complex; • individuals may not tell the truth e.g. because it may involve the use of personal data such as income; • interviewees may be suspicious and not want to participate i.e. it may be difficult to gain trust; • in the formal atmosphere of the workplace an employee may feel uncomfortable and this will negatively affect the depth, detail or honesty of respondents; • any other reasonable response. **One** mark for each problem correctly identified (up to maximum of **two**).	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A, describe <u>two</u> factors affecting the validity of the research.** Possible answers: • the Hawthorne Effect – Mayo's presence changed the behaviour of the workers and thus a true picture may not have emerged; • the study took place in a naturalistic environment – the factory – and this is likely to lead to more natural behaviour on the part of the workers; • Mayo couldn't control all the variables even when he thought he could e.g. he changed the lighting and length of breaks but he wouldn't be able to change factors like how much sleep the workers had or illness levels, etc.; • worker's perception of why Mayo was there made them suspicious (the owner's requested the experiments) and made them more productive which may have given a false picture; • the research took place in the 1920s – it is therefore outdated and may not present an accurate picture of how working conditions affect productivity today; • as Mayo did not participate as a worker he may not be able to fully understand their actions and therefore results may not be fully valid; • the working conditions made little difference to the way people worked – suggesting that Mayo's presence affected the workers' behaviour; • the findings of observation may be subjective as the researcher selects and interprets what they see which may then be biased; • any other reasonable answer. **One** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using telephone questionnaires in sociological research.** Possible answers: • not time-consuming compared to other methods such as interviews; • they are generally cheaper than other methods such as face to face interviews; • the researcher has an opportunity to explain the wording of questions, so it is more valid than self-completion questionnaires; • the response rate is better than for postal/self-completion questionnaires as the participant will be less likely to avoid answering particular questions or responding to the questionnaire; • the researcher effect is less likely to occur – it is conducted via phone so the data cannot be influenced by researchers personal appearance or facial expression; • questionnaires tend to be structured and therefore easy to analyse; • questionnaires tend to be reliable as they follow a structured format; • data produced by questionnaires produces quantitative data which yields statistics, patterns and trends; • it is easy to reach a large, geographically dispersed population which will improve representativeness; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of structured interviews.** Strengths: • if the participant does not understand a question the interviewer can explain it; • there is a higher response rate than with self-completion questionnaires; • the interviewer may be able to establish a rapport with the participants, winning their trust and gaining valid answers; • responses are easy to quantify as they use closed questions; • they tend to have good reliability due to the standardised nature of the questions; • any other reasonable response. Limitations: • they tend to be inflexible due their structured nature and therefore the respondent's view cannot be explored in any detail; • researchers cannot fully investigate issues that may occur as they are tied to specific questions; • they may take more time and are therefore more expensive than other methods such as self-completion questionnaires; • interviewer bias – getting people to respond with what they think the interviewer wants to hear; • interviewer effect – the answers given by respondents may be influenced by the interviewer through their social characteristics (age, gender, etc.); • the questions tend to be closed and are therefore limited in terms of the level of detail which may negatively affect validity; • if several interviewers are used they may approach their work in different ways; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation that is developed (up to a maximum of **two**).	**8**

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Question	Answer	Marks
1(f)	**Explain why findings from participant observation may be valid.** Possible responses: • people are in their natural setting so behave normally, allowing the researcher to gain an accurate picture of the topic under study; • it is possible to establish a complete understanding or verstehen because the researcher sees things from the point of view of the participants; • participant observation is able to achieve a better understanding of social interaction because the researcher is accepted as a part of the group and can therefore understand the internal relationships much better; • even though the observer is there people get used to their presence and they behave normally after a while; • if participant observation is done covertly, this is likely to be more valid as it will avoid the Hawthorne Effect; • as a type of observation this method involves seeing behaviour with one's own eyes and not just accepting what people say about their behaviour; • participant observations often yield in depth qualitative data which produces a more valid picture; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief point e.g. *'people behave as though you are part of the group'*. At the top of the band candidates may offer more than one weak point. **Band 2 [4–7 marks]** At this level candidates are likely to offer more than one reason. At the bottom of the band, candidates demonstrate basic understanding of the issues and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or simplistic, e.g. '*researchers may understand people better because they experience things from their point of view'.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. **Band 3 [8–10 marks]** The candidates' answer is fully focused on the question and demonstrates good sociological understanding, e.g. *'the research is more valid because the researcher is more likely to establish verstehen as they have become part of the group and are able to interpret social events from the perspective of the group'.* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

Question	Answer	Marks
1(g)	**To what extent is the functionalist view of society correct?** Possible arguments for: • the organic analogy – functionalists show that it makes sense to analyse society as a system, looking at each bit and showing the contribution it makes to the whole; • functionalists show that social institutions generally perform positive functions – value consensus, social integration, social regulation, preventing anomie and so on; • functionalists like Murdock and Parsons have shown that socialisation is important – individuals need to be regulated for the benefit of everyone and the integration and regulation of individuals is a good thing; • other agencies such as education, religion and the media help to ensure social conformity e.g. the education system exists to carry out secondary socialisation into accepted norms and values; • the family exists to ensure consensus in social roles and to establish social identity therefore ensuring social order as everyone knows their role; • social order and consensus is maintained because there is social solidarity i.e. people share the same norms and values e.g. marriage is monogamous in MIS; • functionalists show that we should study society scientifically and at the macro level – looking for the general laws that explain human action, e.g. Durkheim's study of suicide. • any other reasonable response;	**15**

Question	Answer	Marks
1(g)	Possible arguments against: • the Marxist view – institutions don't serve to promote consensus, only conflict e.g. the workplace maintains gross inequalities between rich and poor; • Marxists argue that the agencies of socialisation are the ideological state apparatus of the bourgeoisie e.g. the education system promotes a hidden curriculum which is oppressive to working class people or the media distract attention from inequality and encourage the proletariat to focus their lives on trivia; • Marxists argue that the formal agencies of social control such as the police and courts are the tools of the bourgeoisie used to repress any dissent; • the feminist view – like Marxists they disagree that institutions promote consensus; instead they view agencies as instrumental in serving patriarchal oppression of women e.g. male domination and the dark side of the family; • both Marxists and feminists argue that the point of theory is not simply to understand society but to change it, they thus adopt a committed political stance when studying social behaviour i.e. the point is to work for social change rather than maintaining the status quo; • many feminists argue that the positivist macro approach of functionalists such as Durkheim is wrong – in order to understand gender inequality fully a micro, more interpretivist approach to research is needed e.g. unstructured interviews; • unlike functionalists, interactionists emphasise a micro approach to individuals, their meanings and interactions, in order to fully understand society; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of functionalism. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. **Band 2 [5–8 marks]** In this band candidates may approach the question by describing functionalist theory. There may be some basic discussion of the theory which may be weakly contrasted with a conflict theory. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess functionalism. At the top of the band, candidates may offer a description of more than one aspect of functionalism. **A one-sided answer cannot score higher than 8 marks.**	

Question	Answer	Marks
1(g)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will be clearly focused on the question and address the 'extent' to which functionalism is correct. Candidates show an excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *'whilst it could be argued that some aspects of functionalist theory are correct critics have always said that the theory seeks to legitimise the status quo largely ignoring aspects of society that do not fit the analogy of a society working together for the benefit of all'.*	

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Question	Answer	Marks
2(a)	**What is meant by the term 'social identity'?** **One** mark for partial definition e.g. '*who you think you are'.* **Two** marks for clear definition e.g. '*an individual's perception of themselves based in part on how others see them'.*	**2**
2(b)	**Describe <u>two</u> processes through which children learn social expectations.** Possible responses: • manipulation or how parents and others encourage some behaviours and discourage others e.g. encouraging boys to be rough and girls to be gentle; • verbal appellation or using language to reinforce gender stereotypes e.g. 'my brave little soldier', 'my little princess', etc.; • primary socialisation – the family teaches expected norms and values of the culture and reinforces it with informal social controls; • imitation i.e. copying the behaviour of role models such as parents, peers, teachers, etc.; • canalisation – boys are channelled towards male behaviour like playing football to learn expected gender roles, often through toys; • secondary socialisation e.g. the hidden curriculum teaches obedience to the people above you in the hierarchical structure of the school; • peer group pressure – both negative such as ostracism and bullying, and positive such as praise and status; • media techniques such as stereotyping representations can affect gender and other identities; • any other reasonable response. **One** mark for each process correctly identified (up to maximum of **two**). **One** mark for each process developed (up to a maximum of **two**).	**4**

Question	Answer	Marks
2(c)	**Explain how conformity is rewarded in the workplace.** Possible responses: • conformity to expected roles may be shown informally by approval e.g. smiles, pat on the back from the boss, high five from team members etc.; • doing the right thing may be rewarded by verbal praise e.g. 'well done', 'good job', etc. gives a feel-good factor and promotes repetition; • conformity brings a feeling of fitting in and may be rewarded informally by inclusion and acceptance e.g. invitation to after work outing with peers and/or superiors; • conforming to expectations in the workplace can be rewarded formally by a pay increase e.g. teachers following certain standards; • conforming to the norms and values in a workplace may lead to promotion as workers are seen as good role models and mentors for others; • conformity may be rewarded via other 'perks' such as a new company car or a bonus; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way conformity is rewarded. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of social conformity in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the way conformity is rewarded which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will clearly address how conformity is rewarded in the work place.	**6**

Question	Answer	Marks
2(d)	**Explain why individuals from different social classes may not experience the same socialisation as each other.** Possible answers: • education may socialise the classes differently e.g. the hidden curriculum of private schools versus state schools; • language may differ – middle and upper class students may learn elaborate code whilst the working class learn restricted code (Bernstein); • some middle class parents place a higher value on education and this transmits to their children, whilst the parents of working class children may not see it as vital to life chances; • individuals in different social classes may have been socialised into different values within the family and primary socialisation e.g. immediate vs deferred gratification or different views, manners, etc.; • socialisation into gender roles may be affected by social class e.g. socialisation into hegemonic masculinity in the old working class versus the middle class 'new man'; • the New Right theorists like Charles Murray argue that the underclass have inadequate socialisation due to lack of relevant role models e.g. lack of male role models in female headed or one parent families; • some individuals in the underclass may have been socialised into anti-social values e.g. if they grow up as part of a criminal sub-culture they may not feel guilt and remorse for what others may see as wrong doing; • the values and norms of work may vary in terms of social class e.g. members of underclass may have poor socialisation in terms of the value of work because generations have been unemployed and have transmitted negative values; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why individuals may experience different patterns of socialisation. There may be some discussion of socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be under-developed and lacking in range. Answers may focus on describing socialisation, without any attempt to explain why it might differ between social classes, e.g. *'rewards and sanctions are used in families to reinforce the desirable patterns of behaviour'.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

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Question	Answer	Marks
2(d)	**Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why patterns of socialisation may differ. This will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	

Question	Answer	Marks
2(e)	**To what extent is class the most important factor in creating social identity?** Arguments for: • the different social classes have distinct values e.g. members of the upper class are likely to see themselves as belonging to a sort of exclusive club, based on their ability to spend a lot of money (conspicuous consumption), which signals their wealth and difference to others whereas the underclass may enshrine fatalism, immediate gratification etc.; • there is a strong sense of working class community in areas with an industrial past linked to manual work e.g. in the UK coal, steel and shipbuilding industries boys would often follow their fathers to work and marriages often were made in the community; • membership of trade unions, voting patterns and shared working and living conditions created a strong sense of collective identity that was stronger in the working class than in some other classes; • social class may still affect language e.g. restricted and elaborate code, accent, etc. Which can all create a sense of identity and belonging; • different classes may participate in different cultural activities and this can affect identity e.g. members of the working class may associate themselves more with the products of popular rather than high culture; • social class can also affect aspects of identity such as gender e.g. the distinct norms of behaviour linked with the working class culture of hegemonic masculinity; • although working class incomes have changed there is still a gap between the working class and middle and upper classes especially in terms of consumption and lifestyle and this affects social identity, e.g. the working class could be distinguished by the styles of clothing they choose to wear or their ‘fake’ couture; • working class youth sub-cultures are an exaggeration of the working class identity e.g. skinheads (Cohen); • media reporting of the working-class has become very negative, representing them stereotypically as lazy and scrounging off welfare e.g. the demonisation of the word ‘chav’ in the UK and this impacts on identity; • any other reasonable response.	**15**

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Question	Answer	Marks
2(e)	Arguments against: • the old collective working class identity has now been weakened by the loss of jobs in the old manual industries and the fragmentation of the communities based on them so class identity is not now significant; • age as a social characteristic is more important than class in creating a sense of identity – members of an age group share a common experience of growing up at the same point in history and therefore experience different events and social changes which can impact on social identity e.g. the baby boomers of the 1960s have grown up in a more liberal and affluent society than their parents and thus may have different values and attitudes; • age is more important for adolescents – this is often seen as a difficult period because it involves an evolving identity and status anxiety; as a result peers often band closely together and create their own youth culture and sub-cultures which may give a strong sense of norms and values e.g. skinheads; • gender as a social characteristic is more important than class in creating a sense of identity – early gender role socialisation via canalisation and manipulation instil a strong sense of who we are as individuals and feminists argue that this can transcend social class identity in terms of its effects on roles within the family, the workplace, etc.; • nationality is now more important than class in creating a sense of identity – in recent times, and following globalisation, nationality has become a more central part of peoples' identities e.g. in the rise of nationalism, Brexit, etc. and this crosses social class divides; • ethnicity remains a strong influence on social identity and affects language, clothing, food and values e.g. in multi-ethnic countries like the UK communities such as the Pakistani or Chinese communities are often more closely bound by ethnic ties than social class; • some postmodernists argue that class culture has been replaced by consumer culture – what we buy and own shapes our identity more than our social class e.g. in MIS the working class now have the wealth to aspire to consumer goods and activities they could not afford in the past and use items to signal status; • in more open and socially mobile societies traditional class characteristics have largely disappeared e.g. the old upper class has now fragmented, class boundaries have become blurred as people have moved up/down the class ladder; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'Many people who were born into the working class still think of themselves as working class'*. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social identity or be able to list social class differences but have no understanding of their unique nature.	

Question	Answer	Marks
2(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of working class identity e.g. '*The working class usually vote for socialist parties like the UK Labour Party and go to the pub for a drink with their mates'.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of whether class is the most important factor in creating social identity. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which class is the most important factor in creating social identity. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. '*individuals may no longer identify themselves as belonging to a class but others may see them in a different light and this in turn may shape their identity. They may still have unique values and norms that mark them as separate from other groups like a culture/sub-culture which places emphasis on immediate or deferred gratification'.*	

Question	Answer	Marks
3(a)	**What is meant by the term 'poverty trap'?** **One** mark for partial definition e.g. '*you are always poor no matter what'.* **Two** marks for clear definition e.g. '*when poor people are unable to escape poverty for various structural reasons'.*	**2**
3(b)	**Describe <u>two</u> types of inequality.** Possible answers: • gender inequality e.g. gender pay gap or horizontal segregation, stereotyping and discrimination, etc.; • age inequality e.g. differential pay rates in terms of the minimum wage in the UK, ageism at work, etc.; • inequalities based on ethnicity e.g. unequal access to housing, stereotypes or targeting, etc.; • inequalities based on social class e.g. poverty, income and wealth etc.; • any other reasonable response. **One** mark for each type identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how sociologists measure poverty.** Possible answers: • absolute poverty i.e. not having the resources necessary to support life such as money, shelter, access to clean water, sanitation, food and medicine; • relative poverty i.e. poor by the standards of the society as a whole; • using a poverty line i.e. an artificial line below which people can be classed as poor e.g. income of less than 60% of the median income (Townsend); • a deprivation index e.g. creating a list of items thought to be necessities in that society and then measuring how many items individuals cannot access (Mack and Lansley's Breadline Britain survey); • global measures of poverty e.g. the World Bank's measure of poverty as living on less than $1.25 a day; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way poverty is measured. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of poverty in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the way poverty is measured which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will clearly address how poverty is measured.	**6**

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Question	Answer	Marks
3(d)	**Explain why the children of professional workers have better life chances than the children of the working class.** Possible answers: • the higher income of professional workers will mean access to better schools e.g. professional workers can move to catchment area of better performing schools, arrange for private tuition or even pay for private education, all of which are likely to improve educational achievement and thus opportunities in the workplace; • some argue that the cultural capital passed on via primary socialisation may effect life chances between different groups e.g. professional workers will instil values such as deferred gratification, use elaborate code and lay a strong emphasis on a good education whereas the working class may be more fatalistic, stress immediate gratification and the importance of working at an early age; • children of professional workers are more likely to possess cultural capital gained through computers, visits to art galleries and museums, foreign holidays etc. which brings benefits in terms of experience of high culture or simply diverse cultures; • better social capital e.g. professional workers have connections and social networks (old boy network) and so can help get their child better quality work experience or even an interview for a prestigious company; • better access to healthcare e.g. professional workers can pay for health insurance so if they are ill they can get treatment quicker and are likely to live longer than the working class; • better housing e.g. professional workers are likely to own their own property which is in better condition, or live in a better area where there are lower crime rates, so their children will have a more harmonious living environment; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why children of professional workers have better life chances. There may be some discussion of life chances and disadvantages the working class face (or vice versa) but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing life chances or disadvantages of the working class, without any attempt to explain why they may be worse than professional classes, e.g. *'some people don't have the resources they need to get a good education'.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

Question	Answer	Marks
3(d)	**Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why children of professional workers have better life chances than those of the working class. This will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	

Question	Answer	Marks
3(e)	**To what extent is poverty a result of social exclusion?** Arguments for: • the socially excluded may miss out on employment and thus may be deprived in material terms causing an impact on almost every aspect of a person's life; • some argue that welfare benefits can make social exclusion worse as those receiving benefits may be negatively labelled and stereotyped as scroungers etc. which then further damages their chances of gaining work; • those who are socially excluded lack access to networks of power e.g. they lack social capital which means that have little power to protect their interests or use influence to improve their life chances; • those who lack education are effectively socially excluded e.g. they may be illiterate and not be aware of their rights and this inevitably leads to poverty; • the socially excluded lack knowledge and access to communications e.g. they can't afford the internet so can't search for the best deals to reduce out-goings or apply for some jobs; • social exclusion can be part of the poverty trap because the social support needed to move out of poverty is missing – people may become less self-sufficient and more welfare dependent thus prolonging poverty; • any other reasonable response. Arguments against: • functionalists argue that poverty is an inevitable and useful part of the social system but is not caused by social exclusion; instead they argue that society is meritocratic and anyone can improve their social and material position through hard work and effort; • welfare benefits at low levels cause poverty and then social exclusion follows as the poor are scapegoated for their own situation; • Marxists argue that poverty is an inevitable consequence of capitalism, so the bourgeoisie will always pay the proletariat the minimum in order to maximise profit – greed causes poverty; • Marxists also argue that employers will try to bring in automation and mechanization to save labour costs so wages fall and some become unemployed, causing poverty (it also suits the upper class to have a reserve army of labour); • the poverty trap leads to social exclusion rather than vice versa e.g. the poor can't afford transport or childcare and this affects their ability to get out of poverty, leading to marginalisation and exclusion; • right-wing thinkers use the culture of poverty argument to blame the poor for being poor – it is the values of the poor rather than the structures of society or social exclusion that causes poverty. • feminists draw attention to higher proportions of women than men who live in poverty – this is partly caused by the poverty of lone mothers but also because women tend to be paid less on average than men and because women have more limited employment opportunities; • some argue that ethnicity can be a major cause of both poverty and social exclusion via racial prejudice and discrimination across different social areas, such as the media, education and employment; • any other reasonable response.	**15**

Question	Answer	Marks
3(e)	**Band 0 [0 marks]** No creditworthy response **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'many things cause poverty not just social exclusion'*. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social exclusion or be able to list causes of poverty but have no understanding of their unique nature. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of causes of poverty e.g. '*Individuals may fall into poverty if they become unemployed for a long time and are unable to find a new job'.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of whether poverty is a result of social exclusion. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which poverty is a result of social exclusion There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. '*to some extent social exclusion can make poverty worse or more difficult to escape but poverty can also be a major cause of marginalisation and social exclusion as those in poverty just don't have the resources to play a full part in society and enjoy the things others do'.*	

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