Cambridge Assessment International Education

Cambridge IGCSE™

SOCIOLOGY **0495/12**

Paper 1 **October/November 2021**

MARK SCHEME

Maximum Mark: 80

Published

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

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

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

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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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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

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

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

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

3 Calculation questions:

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

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4 Annotation:

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

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Question	Answer	Marks
1(a)	**From Source A identify <u>two</u> ethical issues with laboratory experiments.** Possible responses: • informed consent • harm • encouraging violence in children **One** mark for each ethical issue correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify <u>two</u> methods that could be used to gain quantitative data, apart from laboratory experiments.** Possible responses: • questionnaire • survey • semi-/structured interview • content analysis • comparative studies • field experiment • non-participant observation • any other reasonable response **One** mark for each method correctly identified (up to maximum of **two**).	**2**
1(c)	**Using information from Source A, describe <u>two</u> reasons why the laboratory experiment was a useful method.** Possible responses: • experiments are the only method where causation can be proved – this is because variables can be controlled to determine their impact upon one another; • researchers were able to gather objective data -objective data is seen as more scientific and is valued by positivists because the findings are less likely to be biased; • the children were observed before the experiment began so researchers could rate how aggressive each child was, by predetermining the children's level of aggressiveness in the natural environment they could tell if respondents had been unduly affected by the experimental environment; • the experiment was highly standardised and able to be repeated this means the data is likely to be reliable and findings could be tested in subsequent experiments; • laboratory researchers were able to control variables and so they would be able to determine cause and effect relationships or correlations in their data; • four groups of children were compared/to make comparisons experiments enable different groups/controlled variables to be compared to one another; • any other reasonable response. **One** mark for each reason correctly identified (up to maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using longitudinal studies in sociological research.** Possible responses: • longitudinal studies offer more than just a snapshot of society, they can show us how people's lives change over time; • it becomes possible to see what factors may have brought about change over time; • they give the opportunity for researchers to study various factors over time, hence they are often said to be in depth; • because the respondents have to be committed to the research there is a good chance they will provide valid data; • they are effective for discovering patterns and trends over time and can therefore be used to inform government policy; • they are a flexible method that allows for a change of focus as the research progresses; • they are a flexible method that can obtain both qualitative and quantitative data; • researchers may develop relationships/rapport with the respondents so data may be more valid as trust has been built up; • 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**

Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using triangulation in sociological research.** Strengths: • allows the researcher to support quantitative data with qualitative data/examples; • it can be used to check the validity of the research using either two or more qualitative methods or supplementing quantitative with qualitative methods; • it can be used to check the reliability of the research using different sources to cross-check information; • it can provide balance between methods, where one may be weaker than the another in that particular area of research; • triangulation expands the research in a way that a single approach can't – offering more data and a more holistic picture; • any other reasonable response. Limitations: • using several methods is more time consuming than only using one method; • using more than one method is more expensive as it takes up more researcher time/resources; • the researcher needs to be skilled in several research methods; • positivist and interpretivist approaches are based on very different ideas, so it may be difficult to combine them in one piece of research; • 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 some sociologists criticise the data gathered from unstructured interviews.** Possible responses: • the data might be impacted by interviewer bias because the interviewer may misinterpret the respondent's answer (intentionally or not) and therefore data will lack validity; • the data might be impacted by the interviewer effect because the social characteristics of the interviewer may have unforeseen effects on the respondent and influence the data gained; • because respondents may give socially desirable answers or lie, this will affect the validity of the data gathered; • because leading questions can pressure respondents to give untruthful responses which affects the validity of the data; • positivists would be critical of data gathered from unstructured interviews because it would lack reliability; • positivists would be critical of in-depth data gathered from unstructured interviews because it doesn't help to identify trends and patterns; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–7 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [8–10 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**10**

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Question	Answer	Marks
1(g)	**To what extent is the consensus view more useful than the conflict view for understanding society?** Arguments for: • in general societies operate smoothly and this is evidence of the importance of value consensus amongst people; • agencies of secondary socialisation operate across all areas of society socialising individuals into shared norms and values; • schools inculcate values into pupils via the hidden curriculum and this encourages individuals to conform to the norms of society; • law and order is enforced equally so all share a consensus about what is right and wrong; • functionalists suggest if people did not share a value consensus then we would be in a state of anomie – we see this in riots etc.; • families socialise individuals into norms and values and although there may be variations at one level there is a general consensus about what is right and wrong between the majority; • some societies have a single dominant religion and so the individuals are faced with a consensus view of morals and values and they also share in the same religious festivals e.g. Christmas and Easter; • functionalists argue that society is meritocratic and because of this individuals accept stratification in society as fair and just; • any other reasonable response. Arguments against: • Marxists argue that the relationship between the classes is not consensual but exploitative and that the working class are working to provide profit for the wealthy; • feminists argue that there is a fundamental conflict at the heart of society between men and women; • feminists argue that the relationship between the sexes is not based on consensus but rather that women are controlled by men in a patriarchal society; • schools do not instil consensus into children via the hidden curriculum but rather they operate ideologically to get the working classes to accept the status quo; • law and order is not enforced equally with white collar crime largely ignored whist the police target the working classes; • many institutions are inherently sexist and operate to maintain unequal relations between the sexes; • many institutions are inherently racist and operate to maintain unequal relations between different ethnicities; • Marxists argue that there is a fundamental conflict at the heart of society between the upper class and the working class (bourgeoisie/proletariat); • any other reasonable response.	

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

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Question	Answer	Marks
2(a)	**What is meant by the term 'lifestyle'?** **One** mark for partial definition e.g. how people live. **Two** marks for clear definition e.g. the typical way of life of an individual, group or culture.	**2**
2(b)	**Describe <u>two</u> examples of global culture.** Possible responses: • social media platforms – allow people to feel connected all around the globe; • fashion – market leading brands are worn and advertised in all parts of the world; • food – transnational corporations are able to offer similar food in outlets across the globe, similarly Indian or Chinese food is being eaten around the world; • Bollywood/Hollywood – people around the world are exposed to the same films and recognise the same movie stars; • UN Human Rights – we all are entitled to the same rights; for example gender based equal rights; • any other reasonable response. **One** mark for each example identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

Question	Answer	Marks
2(c)	**Explain how negative sanctions are used to control individuals.** Possible responses: • police arrest – this can send a signal to the members of society to abide by the law or face consequences; • imprisonment – takes away the liberty of individuals who have broken the law and ensures they can't cause any more harm to society; • punishments may be used to deter deviance or control future behaviour by instilling fear of consequences; • religion – fear of damnation in the next life controls individuals in the present; • education – the use of exclusions and detentions can control the behaviour of disruptive individuals; • workplace – the fear of being sacked and losing one's income can control the behaviour of people when at work; • family – being grounded or having a favourite toy taken away are sanctions that may be used to control children; • peer group – members may ostracise individuals who don't conform to the group's norms; • media – groups may be negatively labelled; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
2(d)	**Explain why age is a social construction.** Possible responses: • because Aries argued that childhood did not exist in medieval times in the way it does today; • because in medieval times children weren't treated differently from adults whereas nowadays children are treated differently; • society imposes categories of age which makes people treat individuals differently e.g. old people may be 'viewed' as fragile when they are not; • because in the past children were exposed to ideas of death and violence whereas today they are more likely to be protected (e.g. media watershed); • because in the industrial revolution children worked in factories whereas in modern industrial societies they have to go to school and not work in dangerous jobs; • because in different cultures childhood is experienced very differently, in some parts of the world a child might be a soldier or a bride but in modern industrial societies this wouldn't happen; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
2(e)	**To what extent is secondary socialisation more influential than primary socialisation for an individual?** Arguments for: • the media is omnipresent and evidence shows that people spend increasing amounts of time consuming media and many argue it has a direct and long-lasting effect; • religion in many societies is extremely powerful and so is able to dictate the norms and values that should be upheld; • secondary socialisation equips young people for the world beyond the family e.g. school teaches skills and knowledge needed for the workplace; • due to our complex and ever-changing society people have to adapt to new roles and hence often require re-socialisation e.g. joining the army; • education has a huge effect on individuals in many different ways and many people in modern industrial societies spend many years in educational institutions; • peer groups can exert pressure on individuals which can shape their behaviours; • the workplace often has its own norms and values and in order to get on at work employees must adopt the appropriate behaviours and ways of being; • the agencies of law and order are able to control individuals and influence their behaviour, ensuring people follow the law and legal behaviour patterns; • any other reasonable response. Arguments against: • primary socialisation is where we first learn norms and values and learn to follow rules; • the family is a key institution in shaping our identities, particularly our gender identities; • without a successful primary socialisation it would be unlikely that the institutions of secondary socialisation would be effective; • in modern industrial society children may receive primary socialisation in nurseries/playgroups, it might be argued that some boundaries between primary and secondary socialisation are breaking down; • Parsons argues one of the two essential or irreducible functions of the family is the primary socialisation of children and its importance can't be understated; • strong emotional bonds in the family makes it effective in transmitting norms and values; • primary socialisation is the first form of socialisation and it is where we learn to be human; • any other reasonable response.	**15**

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

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Question	Answer	Marks
3(a)	**What is meant by the term 'closed society'?** **One** mark for partial definition e.g. can't move up. **Two** marks for clear definition e.g. a society in which mobility between different levels of stratification is not possible.	**2**
3(b)	**Describe <u>two</u> examples of equal opportunities legislation.** Possible responses: • Equal Pay Act – requires employers to pay men and women equal pay for equal work; • civil partnerships and single sex marriage – affords the opportunity for same sex relationships to have the same legal status as heterosexual relationships; • access to maternity/paternity leave – affords the opportunity for both mothers and fathers to take time off work; • Disability Discrimination Act – promotes equality of opportunity for people with disabilities by banning disability discrimination; • Race Relations Act – banned racial discrimination in public places and made the promotion of hatred on the grounds of colour, race, ethnic or national origins an offence; • age discrimination legislation – prevents discrimination on the basis of age; • the Equality Act 2010 – legally protects people from discrimination in the workplace and in wider society; • any other reasonable response. **One** mark for each legislation 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 women experience inequality in the workplace.** Possible responses: • glass ceiling – women often face barriers to promotion which prevent them from climbing the career ladder; • concrete ceiling – the concrete ceiling is the barrier associated with minority women that prevents them from making it far in the office work place; • dual burden/triple shift – women are often restricted to low paid or part time jobs because of other conflicting roles such as wife and mother; • gender pay discrimination – despite the Equal Pay Act in general women earn less than men; • patriarchal institutions – many women lack power and face sexist attitudes as many workplaces remain patriarchal; • gendered division of labour – this refers to the way work is divided between men and women according to their gender roles; • horizontal segregation – men and women find themselves in different occupations such as men in construction and women in care work; • vertical segregation – refers to the situation where men and women work in the same occupation but men hold higher positions compared to women; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
3(d)	**Explain why racial discrimination may be negative for an individual.** Possible responses: • scapegoating is negative for an ethnic minority individual because they come to be blamed and held responsible for problems in society; • racial discrimination in the workplace is negative for the individual because it denies them access to employment or promotion and can leave the individual in poverty; • ethnocentric curriculums may have a negative effect because they make ethnic minority people feel disenfranchised from the education process and hence they will have lower levels of attainment affecting their future life chances; • negative stereotyping in the media may be negative for the individual because s/he will be negatively labelled on the basis of exaggerated media representations; • institutional racism in the police force may have a negative effect on an individual because s/he is more likely to be arrested which can damage future employment opportunities; • apartheid is negative for an individual because s/he is kept separate from the ethnic majority and forced to live in less affluent circumstances and denied opportunities; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**8**

Question	Answer	Marks
3(e)	**To what extent is it possible to escape poverty?** Arguments for: • many societies offer free education for all and so skills and training are a route out of poverty; • functionalists would argue society is meritocratic and so with hard work and effort individuals can make their way out of poverty; • government programmes such as welfare support aim to assist the poor when they are unemployed helping the individual back to work and out of poverty; • there are many ways to climb the social ladder e.g. through marriage or a lottery win; • relative poverty is socially constructed and definitions may change over time meaning an individual may no longer be judged as living in poverty despite no real material change in their life; • most modern industrial societies are open societies and therefore social mobility is possible; • any other reasonable response. Arguments against: • the poverty trap refers to a situation where the individual is stuck in poverty and is unable to escape, because it is expensive to be poor; • the poor are said to have a culture of poverty, this is where their values, such as fatalism and immediate gratification, keep them in poverty; • Marx would argue that the rich exploit the poor and because the poor lack power they are unable to change the situation; • Marx would argue the poor live in a state of false class consciousness and are brainwashed to accept their status in society; • feminists might argue that women are more likely to be in poverty than men and are held back through sexist actions and patriarchal institutions; • despite education being available to all, those schools that provide education to the poor lack the resources to affect change; • poor children in schools might be labelled as failures and consequently have low attainment levels and limited future life chances; • cycle of poverty, the factors causing families poverty over generations do not change and instead perpetuate it; • any other reasonable response.	**15**

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

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