Commentary on candidate evidence

Assessors awarded the candidate evidence the following marks for each section of the paper.

Candidate 1

Section C – question 8

The candidate was awarded **6 marks** for this question.

3 marks were awarded for developing the point from Goldthorpe's finding that social mobility was hindered by class of origin (lines 1-19). The candidate developed their point using a finding from the study that is accurate and related it to social mobility.

The candidate explained the 1:2:4 rule (lines 2-10) and explained its relationship between the finding and social mobility. Hence, lines 3- 8, 'This showed that whatever the chances a working-class boy had of reaching the service class, an intermediate-class boy had 2x the chance…', and further explained the relationship between the finding and social mobility in lines 11-19 as they explained, 'This finding would argue that mobility is hindered by social class…so, suggesting stratification is not equally open'.

3 marks were also awarded for the second point the candidate made relating to social closure/elite self-recruitment (lines 21-32) as they related a finding of the study to social mobility. In lines 21-24 the candidate stated 'This showed that there in the service class denied their chances to newcomers from lower classes…' and then explains what this shows about social mobility in line 26, 'This suggests mobility is limited…', further developing the point in lines 27-32, '….as individuals are prevented from moving up the class ladder…suggesting other classes have more power and control than others.'

The candidate would have also got credit for the point that is marked ‘Q8 EXTRA’ on the second last page. However, the candidate has reached full marks and therefore cannot be awarded any further marks.

Question 9

The candidate was awarded **4 marks** for this question.

1 mark was awarded for ‘One strength of Blanden…little change in mobility’ (lines 1-10). The candidate is credited **1 mark** for their point that a strength of the study is that it is a longitudinal study, explaining in lines 3-6 ‘This is a strength because families are studied over decades and generations’, and **1 mark** was awarded for, ‘this allowed for in-depth analysis and comparison in how mobility changed…’ (lines 7-9).

A further **1 mark** was awarded for the candidate’s explanation of a weakness. The candidate begins the point on line 14 ‘Weakness….do not account for examples in society in which individuals worked hard and were able to achieve long-range mobility’.

Question 10

The candidate was awarded **13 marks** for this question.

The question required the candidate to use Marxism and one other theory to analyse any social issue.

The candidate was awarded **7 marks** for their answer on Marxism as follows:

2 marks were awarded for the developed point on false consciousness in line 1 ‘Marxism proposes the concept of false class consciousness’. The candidate develops the point explaining, ‘This means that the working class in society do not realise they are being oppressed by the ruling class as they have accepted they are in the ‘correct’ social position’ (lines 3-8).

This is an example of a developed point.

The candidate was awarded a further **2 marks** for linking cultural and material deprivation to effort in education claiming that because they experience this deprivation working class children they 'therefore forego putting effort into their education and resigning themselves to further exploitation…' (lines 14-17) and that this constitutes a response to their class status (lines 19-20).

The candidate was awarded **3 marks** for 'Marxism also introduces the concept of alienation…succeed at school.' This is an example of a three-mark developed point linking the idea of mobility and alienation and related to education and future life chances. The candidate introduces the concept of alienation in line 22 and then explains. 'Marxists may argue working class children feel alienated from the values, skills and norms needed for high educational attainment' (lines 22-26).

A maximum of 7 marks can be awarded for one theory (see marking instructions) therefore, although the candidate makes other accurate points, no further marks can be awarded. Hence, the following points are accurate, but this candidate cannot be credited for them.

The candidate could have gained another 2 marks for the points made in lines 40-47 relating to the standard of education received by working class children being inferior to that of the upper classes.

The candidate could have gained another 1 mark for their explanation of a strength of the Marxist view (lines 48-55) as there is an acknowledgement that bourgeois institutions impact on educational attainment of the working class.

The candidate could also have gained 1 mark for their explanation of the Marxist view (lines 55-65) explaining that it can be criticised for not taking into account factors other than class that impact on educational attainment for instance, gender.

The candidate was awarded **6 marks** for the section of the response relating value consensus in education.

The candidate was awarded **1 mark** for the point about agreement on education and shared ideas (lines 1-12) which lead to success in education if people conform to them '…like everybody else' (line 12).

2 marks were awarded for the developed point in lines 19-24, which explains the role of family and children's educational performance. The candidate states '…a child's performance is tied to their family ethos'. Although the candidate begins to discuss socialization and the point is not very well explained, it is nevertheless a developed point.

The candidate was awarded **2 marks** for the section on anomie (line 28) and how it can lead to '…deviance and dysfunction.' They then point out that, 'Functionalists argue that when students are unable to conform to the norms of the educations system, they may act out or reject it which hinders their performance and progress'. (lines 30-36)

The candidate's response on the strength of functionalism was awarded **1 mark** (full marks for this section have now been awarded -see marking instructions). In lines 40-48 the candidate explains the functionalist view that inequalities are necessary for some children to be incentivised to work hard.

Section B – question 7

The candidate was awarded **25 marks** for this section.

Introduction

The candidate was awarded **4 marks**.

1 mark was awarded for the definition of culture (lines 1-5) 'A culture is formed when people hold similar beliefs and values in a society.'

1 mark was awarded for the definition of a sub-culture (lines 5-9), 'A sub-culture forms…when individuals reject or feel rejected by…' the dominant culture and find belonging elsewhere.

1 mark was awarded for pointing out that there can be tension between culture and subcultures (lines 10-12).

1 mark was awarded for pointing out in lines 15-20 ‘This is a result of diversity…’.

The candidate could have picked this fourth introduction mark up in a variety of other places.

Theory 1

Candidate was awarded **7 marks** for this section on labelling.

2 marks were awarded for the developed point on lines 29-33 as they explained ‘This means that applied labels can become stereotypes that create stigma…’ and (lines 36-39) ‘…leading them to create their own subcultures as a means of finding belonging’.

2 marks were awarded for the developed point on the effects of the self-fulfilling prophecy. The candidate develops the concept of the self-fulfilling prophecy on lines 47-48 ’Labelling also introduces the self fulfilling prophecy’ and relates this to culture and subculture. Hence in lines 53-59, the candidate points out ‘Labelling argues that those singled out by the dominant culture will reinforce their own labels, leading to an even greater loss of power and status within said dominant culture.’

2 marks were awarded for the developed point on sub-cultures, power and status. The candidate pointed out ‘Labelling argues that subcultures retain a semblance of power by rejecting mainstream and retaining exclusivity…’ (lines 77-81). The candidate further commented that subcultures must ’…reject the dominant culture in order to be accepted…’ and ‘…individuals in subcultures reject what once rejected them and in that lies their power and status.’ (lines 83-87)

1 mark was awarded for ‘A strength…fester.’ This would be worth 2 marks developed however, the candidate has already reached full marks.

If the candidate had not already been awarded full marks for this theory, the weakness stated on the very back page would also have attracted a mark.

Theory 2

The candidate was awarded **7 marks** for this section on Functionalism.

The candidate was awarded **2 marks** for the developed point linking value consensus to culture in lines 1-13, 'Functionalism proposes a value consensus' (lines1-2). The candidate then links this to culture in lines 11-13 '…dictates who and what is socially acceptable, giving them dominance and power in society.'

2 marks were awarded for the developed point about the role of family in passing on norms and values (lines 5-8), and then the consequences of not doing this properly (lines 10-15). The candidate explains '…subcultures are allowed to form when families socialise their children incorrectly; those socialised by the dominant culture hold inherent status within it compared to those who don't'.

The candidate was awarded **2 marks** for the developed point linking anomie and culture to subcultures and deviance (lines 16-29). The candidate introduces the concept of anomie (lines 18-21) and comments '…when they do not conform to the norms and values agreed upon…'. The candidate then then links this to deviance in many subcultures commenting '…as they refuse to conform to social norms regarding the law and social cohesion' (lines 27-29).

The candidate was awarded **1 mark** for the strength as they explain the role of institutions in passing on the norms and values of society; '…acknowledges institutions like peers and media only perpetuate the norms and values of the dominant culture…' (lines 34-39). The candidate then relates this to subcultures in lines 38-40 '…subcultures lose even more power and face more discrimination for not conforming,'

The candidate cannot gain any further marks for this theory.

Study

The candidate was awarded **7 marks** for this section.

The candidate was awarded **2 marks** for the first finding (lines 59-65) explaining that the media exaggerated the violence that occurred and for further explaining the resulting stigmatisation of the subcultures.

A further **1 mark** was awarded for the finding that only a handful of the young people present at the 'brawls' were actually mods or rockers (lines 66-69).

The candidate was awarded **2 marks** for explaining the effects of media sensationalising events (lines 73-75) and its effects. Hence the candidate explained, 'mods and rockers were drained of the little power and status they had by the media…' (lines 82-87).

The candidate was also awarded **1 mark** for linking Cohen's study to labelling (lines 80-81).

1 mark was awarded for the weakness of Cohen's study on the second additional paper lines 30-36. The candidate points out that a weakness of the study is that, by focusing on the labelling of the Mods and the rockers, Cohen doesn't look at power structures and who has the power to label.

Candidate 2

Section C – question 8

The candidate was awarded **5 marks** for this question.

The candidate was awarded **3 marks** for explaining that Goldthorpe claimed there was still social closure (lines 1-2) and that despite an increase in social mobility (lines 2-3) '…jobs at the top were mostly filled by the upper and middle class' (lines 6-8).

The candidate was awarded a further **2 marks** for their explanation of the 1:2:4 rule in lines 10-14 and relating this to its effects on social mobility '…lack of working class people making it to the top' (lines 15-17).

Question 9

The candidate was awarded **3 marks** for this question.

The candidate was awarded **2 marks** for their comments in the first paragraph of this response where they explain that a strength of the study is that it is a longitudinal study gathering '…rich and detailed data' (line7), that can then be applied to wider society.

The candidate was awarded **1 mark** for their comment in paragraph 2 pointing out that there was missing data from the study 'the 1990 cohort'.

Question 10

The candidate was awarded **3 marks** for this question.

1 mark was awarded for the candidate's comments on functionalism and norms related to education (lines 1-5 on the second page of the response).

The candidate was awarded a further **2 marks** for the explanation of the Marxist view claiming that the middle class have better education, for instance tutors (lines 7-14 on the second page of the answer), further commenting '…wheras people from less affluent backgrounds do not have those same advantages…'.

Section B – question 7

The candidate was awarded **12 marks** for this section.

Introduction

1 mark was awarded for the candidate's discussion of culture as '…a shared way of life' (lines 2-3) and '…the norms and values that societies have always shared'.

1 mark was also awarded for defining subcultures as a shared way of life that is made within a culture (lines 2-5).

1 mark was awarded for the candidate's explanation of the role of socialisation in learning about culture. In lines 7-10, the candidate discusses socialisation and the

role of the family in teaching us that shared way of life. They then expand on this in lines 10-13 ‘This then shows you what is expected from you in society’.

Theory 1

2 marks were awarded for the explanation that functionalists have a strong value consensus (line 14) and that socialisation into society’s norms and values is important to create value consensus.

Theory 2

1 mark was awarded for contrasting functionalism with labelling (lines 14-19) where the candidate explains that if a person did not agree with this shared way of life, they would be labelled as deviant ’…because they do not conform to the values and norms of the wider culture’.

Study

The candidate was awarded **6 marks** for this section.

1 mark was awarded for explaining that media overdramatised the ‘riots’ and labelled the Mods and rockers as ‘devils’ and ‘deviant’ (page 2 of answer lines 7-10).

1 mark was awarded for quoting the numbers who were arrested and then convicted during these so-called violent episodes (line 10 of page 2 of response).

The candidate was awarded another **2 marks** for linking labelling to self-fulfilling prophecy, including stages such as master status (lines 15-20).

The candidate was awarded **2 marks** for evaluating ‘Subcultures…seen as deviant and weird because they do not conform to societies standards and what society believes to be correct’ (lines 1-5 on page 3).

Candidate 3

Section 2 – Culture and identity

Question 7

The candidate was awarded **25 marks** for this question.

Introduction

1 mark was awarded for paragraph 1 lines 1-3; ‘Culture refers to…passed down by members of a culture’.

1 mark was awarded for paragraph 1, lines 3-7 for high culture definition and examples; ‘High culture…artistic merit’ and a further **1 mark** was awarded for ‘Examples of high culture…fine art’.

1 mark was awarded for paragraph 1, line 7 for the definition of subculture; ‘Subculture has the least power…rockers and goths’.

Theory 1

Marxism was awarded **7 marks**.

1 mark was awarded for paragraph 2, line 13; ‘Marxism explains that subcultures are often a form of resistance against the bourgeoisie’.

1 mark was awarded for paragraph 1, line 14; ‘Clarke (1976)…bourgeoisie attempting to control the working class.’

1 mark was awarded for lines 20-21 for the point explaining that working class subcultures exaggerated behaviours in an attempt to oppose the bourgeoisie.

1 mark was awarded for paragraph 1, line 22 ‘He studied skinheads…very territorial’.

1 mark was awarded for line 27; ‘Hall and Jefferson explained that working class youth made up the weakest point in ruling class control of society’.

1 mark was awarded for line 36; ‘This explains why different subcultures form as each generation forces a different set of challenges’.

1 mark was awarded for paragraph 2 (weakness) line 41; ‘One weakness….why this subculture forms’.

Theory 2

Symbolic interactionism was awarded **7 marks**.

1 mark was awarded for paragraph 3, line 50; ‘Symbolic interactionism…created and adapted through our interactions’.

1 mark was awarded for line 54; ‘It explains that significant others who we copy…positive or negative’.

1 mark was awarded for line 58; ‘symbols are non verbal forms of communication…meaning in our interactions’.

1 mark was awarded for the examples of symbolism in line 62; ‘Symbols of culture include country flags’.

2 marks were awarded for the developed point about symbols and subcultures line 73-86 , ‘Subcultures often attract youth culture…’ and continues with examples of youth subculture symbols ‘black hair, black lipstick’.

1 mark was awarded for the final paragraph of the theory section of response, line 84; ‘Society labels subcultures as deviant…and this label becomes their master status meaning it becomes central to their identity’.

The theory section of the candidate’s response exceeds the maximum theory marks available.

Study

The candidate was awarded **7 marks** for this section.

The candidate was awarded **1 mark** for the background points to the study, ‘Stanley Cohen’s …studied fights that broke out…a threat to societal norms and values’ on lines 96-103.

1 mark for the definition of folk devils (lines 100-103) and a further **1 mark** was awarded for lines 103-105 ‘examples of folk devils include immigrants…subculture groups’.

1 mark was awarded for lines 106-112; He also found that “moral panics”, ‘…is constructed by the media.’ And a further **1 mark** is awarded for examples of moral panics eg the 2011 London Riots and the Aids crisis, (lines 106-111)

1 mark was awarded for line 112; ‘He found that although fights did occur…the media made more of an issue of this….as a result, the police responded more forcefully’.

1 mark was awarded for line 122; ‘This links to symbolic interactionism as it highlights…self fulfilling prophecy’.

The candidate has exceeded the maximum study marks available.

Section 3 – Social issues

Question 8

The candidate was awarded **6 marks** for this question.

Paragraph 1 was awarded **3 marks**.

Lines 2-5 ‘high rates of absolute mobility' with development ‘due to occupational structure changes…leading to increase in service and intermediate class jobs’ was awarded **2 marks** for a developed point.

A further **1 mark** was awarded for the given example line 5-9; ‘This is demonstrated…sons of miners… more likely to be upwardly mobile than they were in the 1900s**’**.

Paragraph 2 was awarded **3 marks**.

Line 10 relates to relative mobility; ‘Although there was … more likely to fill these roles. This can be explained in the 1-2-4 rule’ was awarded **2 marks** for a developed point.

A further **1 mark** was awarded for the example of this in line 14; ‘Whatever the chance… still in favour of the upper class’.

Question 9

The candidate was awarded **6 marks** for this question.

2 marks were awarded for paragraph 1, line 1 ‘One strength of the study is its large sample size…is highly representative of the larger population’.

2 marks were awarded for paragraph 2, line 11; ‘One weakness of the study is that there was no 1990 cohort…this would have produced more data regarding social mobility’.

2 marks were awarded for paragraph 3 – another explained strength – lines 16-18; ‘Another strength is that the study was carried out over 15 years. This means that patterns and trends in mobility can be identified and comparisons can be made over time’.

Question 10

The candidate was awarded **13 marks** for this question.

The candidate exceeds the requirements for this question.

7 marks were awarded for comments on Marxism from the following points:

1 mark was awarded for paragraph 1 at the comment on mobility in lines 1-3; ‘Marxists explain…however this is an illusion’.

1 mark was awarded for paragraph 1, lines 3-9; ‘The Bourgeoisie brainwash the Proletariat…In reality…much better mobility prospects due to power differences’.

1 mark was awarded for paragraph 1, lines 9-12; ‘The Bourgeoisie have more social and economic capita which gives them an advantage in terms of social mobility’.

1 mark was awarded for the example of social capital in paragraph 1, lines 13-16; ‘more likely to know people in powerful positions… resulting in more economic capita’.

1 mark was awarded for paragraph 1, line 17; ‘the petit Bourgeoisie…small business owners fail to compete with Bourgeoisie businesses’.

1 mark was awarded for paragraph 1, line 22; ‘for example stanworth & giddens found…this highlights the privilege of the ruling class’.

2 marks were awarded for paragraph 2,lines 27-34; ‘strength of Marxist view of mobility is that…from wanting more’.

The candidate continues with further evaluation in paragraphs 3 and 4, but their response already exceeds the maximum marks available for a single theory.

6 marks were awarded for comments on functionalism. Again the candidate exceeds the requirements. The following could be credited:

1 mark was awarded for paragraph 5 regarding Functionalism being applied to social mobility on line 50; ‘functionalists believe that mobility is possible… depends on how hard you work’ and then on line 55 where the theory is applied to education/mobility; ‘Additionally, the meritocracy highlights that education sifts and sorts people into roles based off how hard you work’.

1 mark was awarded for line 52; ‘The shared value consensus highlights….. top roles in society’.

1 mark was awarded for line 57; ‘Therefore inequality in society is just and fair and promotes hard work. Those in poverty simply haven’t worked hard enough’.

2 marks were awarded for a developed point and explained strength applied to mobility in paragraph 6, line 64; ‘One strength of the functionalist view on mobility…you can achieve upward mobility’.

1 mark was awarded for paragraph ,7 line 72; ‘One weakness is that it doesn’t account for societal issues that impact mobility…reduce inequality prospects’.

Paragraph 8 contains a further weakness of Functionalist explanations, but the candidate has now been awarded 6 marks for this theory, with 7 marks credited for Marxism, so has now achieved the maximum 13 marks.

Indeed, the candidate also exceeds the requirements for maximum marks for this second theory.

Please note: marks cannot be credited to candidates above the maximum available for a single theory to compensate for lower marks perhaps scored for the other theory. There are a maximum of 7 marks available for one theory, and a maximum 6 of marks available for the other theory.

Candidate 4

Section 2 – Culture and identity

Question 7

The candidate was awarded **12 marks** for this question.

Introduction

The candidate did not include an introduction in the response so was awarded **0 marks** for their introduction.

Study

The candidate was awarded **5 marks** for this section.

2 marks were awarded for the developed point from line 1 ‘one finding from folk devils…they actually were’.

1 mark was awarded for a strength of the study in paragraph 3, line 7; ‘one strength…the most valid results’.

0 marks were awarded for paragraphs 4 and 5 as the evaluations given are inaccurate.

1 mark was awarded for an evaluation of the study in paragraph 6, line 16; ‘another weakness…remembered what happened’.

1 mark was awarded for an accurate study finding in paragraph 7 (entitled ‘symbolic interactionism’) contains a further study finding from line 22; ‘the police, café owners…created their own subculture’.

Theory 1

Symbolic Interactionism was awarded **4 marks.**

1 mark was awarded for paragraph 7, line 21; ‘moods and rockers were given violent labels’ and line 22; ‘media labelled mods and rockers aggressive created more separation between culture and subculture’.

2 marks were awarded for paragraphs 8 and 9 as together, they contain a developed theory point from line 25; ‘another finding from symbolic interactionism…start to act according to it’.

1 mark was awarded for paragraph 10, line 32; ‘one strength…to be associated with the subcultures’.

Paragraph 11 was repetition of previously credited points so was awarded no further marks.

No marks were awarded for paragraph 12 on functionalist criticism.

Marxism was awarded **3 marks**.

1 mark was awarded for paragraph 13, line 42; ‘one finding from Marxism…and turned people against it’.

1 mark was awarded for paragraph 14, line 46; ‘bourgeoisie media control what is published…subculture’.

1 mark was awarded as paragraph 15, line 50 contains a Feminist criticism of Marxist explanations; ‘one criticism of Marxism…not just the rich bourgeoisie’.

Section 3 – Social issues

Question 8

The candidate was awarded **3 marks** for this question.

1 mark was awarded for paragraph 1, line 1; ‘one finding…more able to earn a higher about’ as it contains an accurate finding.

1 mark was awarded for paragraph 2, line 4; ‘another finding…both you and your father are in the highest class’.

1 mark was awarded for paragraph 3 as although not worded well, it was a clear enough comparison between the findings of the earlier Glass study and the Goldthorpe study, line 7; ‘another finding…glass study’.

No further marks were awarded.

Question 9

The candidate was awarded **4 marks** for this question.

2 marks were awarded for a developed point in paragraph 1, line 1; ‘conducted in 8 different countries…this is a strength as…from several different areas’.

No further marks were awarded for paragraph 2 (weakness).

2 marks were awarded for a developed point in paragraph 3, line 8; ‘another strength…this is a strength as it shows a more accurate picture of peoples social class’.

Question 10

The candidate was awarded **8 marks** for this question.

Theory 1

Labelling was awarded **2 marks**.

1 mark was awarded for paragraph 1, lines 1-2; ‘teacher labeled students…performed worse in the second test’.

No marks awarded for paragraph 2 as it is repetition of a previous point.

1 mark was awarded for paragraph 3, line 6; ‘pupils internalized their labels…changing their overall grade’.

No marks were awarded for paragraph 4 as the strength is the same point previously made, given in reverse**.**

No marks awarded for paragraph 5 as the weakness is not accurate.

Theory 2

Marxism was awarded **6 marks**.

2 marks were awarded for paragraph 6, line 16; ‘one finding from Marxism linked to educational attainment is…controlled by the bourgeoisie’.

2 marks were awarded for paragraph 7, line 19; ‘hidden curriculum…the uniform is set by the school’.

No marks were awarded for paragraph 8 as it is repetition of points previously made.

1 mark was awarded for paragraph 9, line 26; ‘it is hard to change social class which will be impacted by education learned in school’.

No marks were awarded for paragraphs 10 and 11 due to repetition.

1 mark was awarded for paragraph 12 for Feminist criticism of Marxist explanations linked to the study, line 36; ‘feminists argue…it is men’.