

# Commentary on candidate evidence

The evidence for these candidates has achieved the following marks for each specified question of the question paper.

## Candidate 1

### Question 1

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

The candidate was awarded these marks because two clear differences were given.

The first difference was stated in the opening paragraph and is then developed further to be awarded 2 marks. The candidate explained that sociological explanations use evidence as opposed to common sense explanations that are based on views that can be individual or naturalistic. The candidate begins, '...sociological approaches are based off evidence...' and later states, 'Common sense views/approaches can be individualistic or naturalistic, for instance, taking a naturalistic approach can lead individuals to believe that some things happen because they are 'natural'.'

The candidate develops the notion of sociological approaches being based on evidence by stating, '...and once evidence is collected then theories can be applied.'

A further 2 marks were awarded for the second difference; 'Sociological approaches look at wider society whereas common sense....based off personal experience.' This difference was exemplified using the topic of poverty, and the candidate made the point that sociologists look at wider forces, whereas common sense explanations were based on opinion. The candidate states, '...in relation to poverty, common sense approaches may say that those who live in poverty are lazy and chose to live dependant on benefits system whereas sociologists would look at different factors such as poor family structure, low educational attainment or geographical location....'.

### Question 2

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

The first 3 marks were awarded for the explained difference between conflict and consensus theories:

The candidate was awarded 2 marks for their explanation that conflict theories identified two groups in society who were in conflict, whereas consensus theories see society as working together for the benefit of all. The candidate states '...that conflict theories argue that there is conflict between two groups of society whereas consensus...argue that society works together as a whole.'

This point is then exemplified using Marxist theory as an example of conflict and functionalism as consensus. The candidate was awarded 1 mark for this exemplification where the candidate explained, 'Marxism provides an example of conflict between classes as a result of capitalism. The groups in society which are the proletariat and the bourgeoisie' and then, 'functionalism, where it is argued that in society there is a general consensus about what norms, values and behaviours are acceptable and this is agreed on by all of society.'

A further 2 marks were awarded for the explained similarity between conflict and consensus theories. The candidate explained that both were structural theories, 'This means that they look at wider society rather than one particular aspect, so that theories can be generalised'. They then gave examples of structural theories, 'for instance functionalism, Marxism and feminism all look across society as a whole'.

### Question 3a

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

The candidate exceeds the requirements of this question and makes more points necessary than those to gain 6 marks hence the candidate could be awarded 6 marks in a number of different ways.

Candidates were expected to identify the method as a focus group and base their responses on this method. This candidate identifies this in the first line of the response and bases their answer on this method and the scenario given.

The candidate was awarded 3 marks for the developed point evaluating focus groups as a method; '...which makes it a reliable method for research, this scenario..' the candidate then develops the point further, '...such targeted groups can provide relevant and valid evidence to this scenario if the selected focus group are specific to the research e.g. age, gender, ethnicity'.

Another 1 mark was also awarded for the point the candidate made on focus groups producing first-hand evidence that includes emotion and expression. '.....this type of research also allows for in depth personal opinions to be recorded...' The candidate then continues, '...researcher being able to view firsthand the emotion and expression...'

A further 1 mark was awarded for the candidate's evaluative point with regards to researchers repeating questions for clarification if they were not understood (hence ensuring clarity).

Another 1 mark was awarded for the point about the negatives of focus groups being that, perhaps one dominant speaker in the group may alter the discussion and findings., 'However.....there may be one dominant speaker which influences others' opinions or does not allow enough time for other group members to say their own opinion.'

A final 1 mark was awarded for the point made about it being difficult to generalise findings (qualitative data). 'Furthermore this method of research only provides evidence for the members of the focus group, so therefore it is hard to generalise results...'

#### Question 3b

The candidate was awarded **2 marks** because they suggested an appropriate hypothesis and expressed the hypothesis clearly and as a statement; 'The use of social media is influential within the lives of young people'.

#### Question 3c

The candidate was awarded **0 marks** because they made no response.

#### Question 4

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

The candidate was awarded 3 marks for their developed explanation of verstehen; '...individuals must stand in the other person's shoes to truly understand their opinions/views/circumstances.'

They then continue the explanation, '...verstehen which means to understand...' and, '...sociologists...must truly see from someone else's perspective to understand why the way that person thinks + acts.'

A further 1 mark was awarded for the explanation of Weber's work on the protestant work ethic, which is limited. '...however this only works for one specific form of Protestantism called Calvinism. Weber explained....better work ethic...'

#### Question 5

The candidate was awarded **0 marks** because they gave no response to this question.

#### Question 6

The candidate was awarded **2 marks** in total for this question.

The first 1 mark was awarded for the point on culture being defined by the bourgeoisie on, '...is defined as high culture is decided by the bourgeoisie.'

A further 1 mark was awarded as the candidate expanded this point explaining that the bourgeoisie run institutions, 'This is because Marxists argue that the bourgeoisie run the institutions which shape our society...'

#### Question 7

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

The first 1 mark was awarded for the analytical point on gender and identity being learnt in a patriarchy where the candidate states, 'Feminists would argue that gender and identity is learnt in a patriarchy'.

A further 1 mark was awarded for further explanation of patriarchy, 'Feminists argue that in a patriarchal state men are in all high positions within the institutions which govern our society.'

A final 1 mark was awarded for the consequences of this, 'therefore girls learn from a young age that women are subordinate to that of men as they view men in mostly all positions of power and they view women in domestic role...'

### Question 8

Introduction: The candidate was awarded the full **4 marks** for this section of the essay.

The first 2 marks were awarded as the candidate points out that, '...crime and poverty are inextricably linked...' and that, '... areas of poverty contain some of the highest crime rates'.

A further 1 mark was awarded as the candidate then exemplified this point, '...Glasgow Carlton which is rated overall 10 in SIMD rating and 10 for crime rating.'

The candidate was awarded another 1 mark as they also point out that not everyone in poverty commits crime and that 'the effects of poverty can make an individual more likely to commit crime...'

Marxism: The candidate was awarded **5 marks** for this section of the essay.

The candidate linked points of theory to the topic:

1 mark was awarded for, '...the Marxist theory explains the link between crime and poverty through alienation.'

A further 1 mark is awarded as the point is then further developed, 'Alienation is ultimately a result of social exclusion....' and another 1 mark is awarded for the point, '...argue that crime is one response to alienation.'

A further 1 mark was awarded for the candidate's point on selective law enforcement, 'This backs up the Marxist view of selective law enforcement'. This point is then developed with exemplification, 'Marxists claim that police target middle class events i.e. football matches and that there isn't necessarily more crime in these areas but more people are arrested.'

Study: The candidate was awarded **2 marks** for this section of the essay.

The candidate described findings on the Chambliss study:

1 mark was awarded for the finding on, '705 arrests for public drunkenness...'

1 mark was awarded for the point on Chambliss' findings about the difference in treatment between those of different classes and status: 'Chambliss claimed that there was a difference of treatment between those in lower classes committing crimes than those who were of higher status.' and 'difference of treatment between those in lower classes ... than those who were of a higher status'.

Labelling: The candidate was awarded **5 marks** for this section of the essay.

The candidate linked points of theory to the topic:

1 mark was awarded for the point that there is no such thing as deviance until the act is defined as such, '...no crime is deviant until labelled as deviant. And once a person commits such a crime that person is also labelled as deviant.'

1 mark was awarded for the point made about master status, '...known as their label for committing the crime ... the master status...'

1 mark was awarded for the candidate's explanation of self-fulfilling prophecy on; '...self-fulfilling prophecy, where the individual who was labelled begins to act as their label tells them to...possible leading them back to ...crime...'

1 mark was awarded for the point made about the Jock Young study and isolation; 'Young found that these hippies who were involved in the crime of smoking dope, began to isolate themselves and only associated with others who led this lifestyle.'

A further 1 mark was awarded for the point that this showed the group had adopted the master status, '...as it could be said that these drug takers had adopted the master status and began the self-fulfilling prophecy.'

The candidate was awarded **16 marks** in total for this question.

**Total marks - 42**

## Candidate 2

### Question 1

The candidate was awarded **4 marks** in total for this question. 2 marks were awarded for each difference given.

First difference given is, 'the common sense approach is individualistic. This means it looks at the individual and the single situation to explain things.' The candidate then continues this point 'Whereas the sociological approach looks at the wider social context. This means it looks at multiple factors out with an individual's control...'

The candidate also provided exemplification of this point, 'for example it would look at an individuals under attainment and say it is due to that individuals actions.' This contrasts with the example of sociological approach on, 'for example educational attainment inequalities could be caused by material and cultural deprivation....gender, ethnicity or class.'

The second difference given is, 'the common sense approach is naturalistic. This means....normal and natural for people to want.' This point continues, 'whereas sociologists reject this claim. ...society socialises people into believing they need to act certain ways.'

The candidate also provided exemplification of this point 'For example ....its normal and natural for women to want to be skinny and pretty'. In addition, contrasts this with a sociological example, 'For example not all women want to wear lots of make-up but society tells them they have to in order to be pretty.'

### Question 2

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

The first 3 marks were awarded for the explained similarity. The candidate explained that both are structural theories, '...they are both structural theories.' and that, 'This means they are top down, they claim people are controlled and shaped by the institutions.'

A further example is also given'...institution of law controls people by telling them what they can and can't do.'

Another 3 marks were awarded for the difference, '...consensus theories believe inequality is functional....but society needs the inequality to function properly.' This is contrasted with conflict theories, 'whereas conflict theories believes inequality is bad. This means ....top down arrangement of society creates a group in power that oppresses a 'weaker' group.'

The candidate exemplifies their point,'...we need educational attainment inequalities to 'filter' people into jobs suitable for their level...' contrasting with the example,'...feminist theories claim its the men that are in power and they oppress the women.'

### Question 3a

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

Candidates were expected to identify the method as a focus group and base their responses on this method.

The first 2 marks were awarded for the point that focus groups are able to explain opinion and get better views from respondents. 'This means someone can give an answer and others can join in and add their opinion that they might not of thought of if it hadn't been brought up. This is a strength as it allows the researcher to gain a better understanding of the entire situation'.

A further 2 marks were awarded for the point made that a weakness for some respondents is that they may be too shy to express their own view and therefore go with the views of others, hence the data being less valid and reliable., '...some more quiet and shy people in the group may be scared to speak up and give their opinion, especially if it opposes others views. This is a weakness because it would make the data inaccurate...'

### Question 3b

The candidate was awarded **2 marks** in total for this question as they suggested an appropriate hypothesis.

The hypothesis is expressed as a statement 'Social Media has a negative impact on teenagers mental health.'

### Question 3c

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

The first 2 marks were awarded for defining terms plus giving an example relevant to the question scenario.

'The first sub-stage of operationalisation is definition of terms. This means the researcher has to define any terms in their hypothesis that could have different meanings.' The candidate then gives an example relevant to the scenario given in the question, 'for example they could define teenagers as 12-16 year olds.'

A further 1 mark is awarded for the point explaining samples 'Another stage is selecting a sample. This means....to select the participants, the sample should be representative of the population for the results to be generalised. For example, if there are 20% more men in the total population then the sample should have 20% more men than women.'

### Question 4

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

The first mark was awarded for the candidate's explanation of Weber's view of class position also being based on party/power and status. '...is social class by economic position, party/power and status.' The candidate then explains this point, 'This means it believes your social class is determined by how much money you earn.....in society'.

A further 1 mark was awarded for the candidate's point on social mobility, 'It claims social class is like a ladder and you can move up or down it depending on these 3 factors.'

The final 1 mark was awarded for the point on what value your job has affects class as the candidate gives an example of, '....a defence lawyer may get lots of money and have lots of power....but have a lower social class because society doesn't see the job as valuable'.

#### Question 5

The candidate was awarded **6 marks** because they provided developed points.

The first 1 mark was awarded for the candidate's point on the scale of sexism shown by the study. The candidate points out that the study covered over 1,300 newspapers, (from 11 papers over 2 weeks) and that, 'This highlights the scale and extent of sexism in the media.'

A further 1 mark was awarded for another finding analysed by the candidate on the reporting of rape and violence against women and that the media, '...often glorified and eroticized it. This creates a rape culture.'

Another 1 mark was awarded for the extended point on how this impacts on women, 'This impacts on womans confidence in the justice system...'  
1 mark was awarded for exemplification of this point, '...they become scared to speak out about rape and violence to them because of questions like "what were you wearing?" or things like "she asked for it".'

A further 1 mark was awarded for the analysis of the finding on content and coverage relating to women and their appearance, '...women often focussed on their appearance and/or if their behaviour conforms to femininity. This objectifies women...'

A final 1 mark was awarded for the development of this point, '...tells them they must look a certain way to be attractive. This also shapes womens identity as it teaches them they have to act a certain way.'

#### Question 6

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

The first 2 marks were awarded for the comparison between high culture and low culture in relation to status. The candidate explained, 'High culture holds lots of status. It is given value, it is seen as tasteful. Whereas popular culture is more mass produced. It is made accessible to the lower classes.'

A further 1 mark was awarded for the explanation of status, 'Status links more to the value and respect those around you give you. The influence you have over people.'

### Question 7

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

The first 3 marks were awarded for the application of feminism to the question; 1 mark was awarded for the explained point that men are in control of the media. '...men that control the media.' and '...shape womens gender identity for their benefit.'

1 mark is awarded for the point on socialisation and gender identity '...use it for secondary socialisation...For example men want women to have a small waist and big boobs etc. so they use the media to socialise women into thinking they have to look like that.'

The candidate is further awarded 1 mark for concluding, 'It creates a social construct of beauty...'

A further 3 marks were awarded for the application of Marxism to the question; 1 mark was awarded for the explained point on gender identity linking to Marxist theory. The candidate explains, '...the bourgeoisie manipulate gender identity to increase profit.'

1 mark is awarded as the candidate develops the point, '...This means it claims the bourgeoisie that own the media superstructure, use it to create a gender identity that pretty much no-one fits in to.'

1 mark is awarded for the point that, 'They then advertise they're products, and lead us to believe that buying these products will make us fit...' and , 'People go and buy these products therefore increasing the bourgeoisie profit'.

### Question 8

Introduction: The candidate was awarded **4 marks** for this section of the essay.

The candidate was awarded 2 marks for the comparison between common sense and sociological explanations of the topic. The candidate states, 'The common sense approach is to believe the inequalities were caused by biological or psychological reasons. They claimed some people were just naturally smarter than others. Sociologists reject this claim. They believe that the wider social context (material and cultural deprivation, school quality and existing inequality from race, gender, ethnicity or class) can all result in an individuals under-achievement.'

A further 2 marks were awarded for introductory points raised; 1 mark was awarded for 'According to BBC statistics released in Dec 2018 it will take 50 years for poor kids to close the attainment gap.' 1 mark was awarded for, '...more schemes like P.E.F. (pupil equity fund) and S.A.A.S. to help close the attainment gap.'

Please note that candidates may be awarded for introduction points anywhere in the essay.

Labelling: The candidate was awarded **5 marks** for this section of the essay.

The candidate linked points of theory to the topic and 1 mark was awarded for the point explained on interactions, 'This means it claims teacher-pupil interactions and actions influence a pupils attainment. For example, positive interactions can 'warm up' a pupil so they try hard and enjoy school...'

A further 1 mark was awarded for the candidate's explanation of self-fulfilling prophecy, 'This means it claims teacher label and the pupils internalise their labels and live up to them.'

Another 1 mark was awarded for the point on typing where the candidate stated 'This means it claims teachers make assumptions about pupils to form a working hypothesis....' And then exemplifies this point, 'For example if a 'poor and dishevelled' looking child joins the class the teacher might wrongly assume that they will be disruptive and a low attainer.'

A further 1 mark was awarded for the point '...explaining how different interactions and experiences in the class room can lead to different levels of attainment.'

A final 1 mark was awarded to the point, '...not all pupils will internalise their labels.' The candidate then goes on to explain that, '...some pupils will reject their label, maybe even use it as motivation to prove them wrong.'

Marxism: The candidate was awarded **6 marks** for this section of the essay.

The candidate linked points of theory to the topic and 2 marks were awarded for the candidate's analytical point that education is organised for the benefit of the bourgeoisie. The candidate states that the bourgeoisie are owners of the means of production and the proletariat workers for the mop and therefore, '...and everything in society is organised for the benefit of the bourgeoisie.'

A further 1 mark is also awarded for analysis of the hidden curriculum. 'This means the bourgeoisie use education to socialise the lower classes, they use it to teach us traits that make us a desirable workforce.'

The candidate further develops this point and 1 mark is awarded for exemplification given where the candidate states, 'For example there is no class for punctuality but we are all taught the importance of turning up on time, this benefits the bourgeoisie...' and '...we are taught to obey authority which benefits the bourgeoisie as they have an obedient workforce.'

A final 2 marks were awarded to the candidate for their analytical point on the reproduction of inequalities. The candidate points out that private schools and schools in affluent areas, '...do have better attainment. This is shown ....students from deprived backgrounds are around half as likely to attain well and go on to higher education.' Concluding that Marxism, '...recognises how educational attainment inequalities can transfer into class inequalities.'

Study: The candidate was awarded **6 marks** for this section of the essay.

The first 2 marks were awarded to the candidate's point linking the study findings to labelling. The candidate stated that the study, 'found that around 75% of low achievers were white British males. This indicates there is a gender inequality in favour of girls.' Then linked this to labelling, 'Labelling theory would claim this is caused by teachers assuming that the boys are going to mess around, be disruptive and not try.'

A further 1 mark was awarded for linking another finding of the study to Marxism. The candidate states that another finding was, '...most low-attainers came from deprived backgrounds. This shows that material deprivation impacts attainment. This supports the Marxist claim.'

The candidate also linked the study findings on cultural differences to labelling. Another 1 mark was awarded for the point where the candidate states that the study found, '...that Indian and Asian students often achieve highly. This suggests that cultural differences can cause class inequalities.' A further 1 mark is awarded as the candidate then goes on to develop this analytical point, 'Indian and Asian cultures value education highly and support their children....Labelling theory would claim it is because teachers label pupils of that race as high attainers and they internalise it.'

The candidate was awarded a final 1 mark for the claimed weakness of the study. The candidate pointed out that, '...13% of the baseline data was missing.' and hence, '...they were drawing conclusions from missing data. This is a weakness as it makes the results inaccurate.'

The candidate was awarded **21 marks** in total for this question.

**Total marks - 79**

## Candidate 3

### Question 1

The candidate was awarded **4 marks** in total for this question, 2 marks were awarded for each difference given.

The first 2 marks were awarded for the first difference given. The candidate contrasts common sense and sociological explanations, 'common sense approaches tend to be based on an individual biases and prejudices in contrast sociological explanations/approaches are based on research and research based conclusions and responses based on fact'.

A further 2 marks were awarded for the second difference that is expressed as an example. The candidates points out, '...common sense approaches often centre around issues such as unemployment for example the concept that someone on benefits is lazy. When in fact this is the result of poverty or failure of circumstances in contrast sociological explanations consider why this is an issue and attempt to establish a cause and sociological approaches look at society as a whole'.

### Question 2

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

The first 2 marks were awarded for the candidate's explanation of a similarity between consensus and conflict theories.

The candidate explains, '...both take a structuralist (Macro) approach...meaning they consider the individual unimportant focussing on the society as a whole.' Furthermore, the candidate explains, 'This collective consciousness results in the loss of individual identity...for example in punishment where everyone involved will feel a sense of justice regardless of the individual's crime or lack of a crime.'

A further 2 marks were awarded for the candidate's explanation of difference as the candidate explains, 'consensus theories such as functionalism take the view that for change in society there must be agreement by the majority before moving forward centring on norms and values. In contrast conflict theories such as Marxism advocate social revolution to achieve change...'

### Question 3a

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

The candidate evaluated focus groups as a method of gathering qualitative data and was awarded 1 mark for the point made, 'Focus groups are a qualitative of data collection tool allowing interaction between the sociologist and those participating in the study...'

A further 1 mark was awarded for the candidate's comparison to Official Statistics, 'This is useful as it allows the sociologist to ensure that biases found in

quantitative are not present, for example official statistics are often manipulated by the Government or officials...’.

Another 1 mark was awarded for the evaluation of the selection process which the candidate identified ‘However, a potential issue with the use of focus Groups is in selection process. Groups may be manipulated to reflect certain view points...’

A further 1 mark was awarded for the point on the high level of interaction Focus Groups afford. The candidate highlights this, ‘Overall, focus Groups are highly effective as a research method as they allow for a high level of interaction between the sociologist and their study group.’

### Question 3b

The candidate was awarded **1 mark** in total for this question. Credit was given for the hypothesis up to where the semi-colon is inserted, therefore up to ‘Young People are highly influenced by social media;’.

### Question 3c

The candidate was awarded **0 marks** in total because no accurate or relevant points were made.

### Question 4

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

The candidate was awarded 3 marks for explaining four types of action in detail ‘...Weber argued that there were 4 types of action that an individual could take in relation to society. These are rational action, traditional action, value action and emotional action.’ The candidate then explains in detail what each type of action involves for instance, ‘Rational action is the premeditated form of action, meaning that the individual had meticulously planned what they are intended to do, goal based.’ The candidate provides this level of explanation for each type of action.

A further 2 marks were awarded for the second feature of Weberism explained. The candidate explained Weber’s view on class ‘Weberianism...considers the relationship between class and identity to be based on more than socio-economic status considering status and power to be culturally influenced.’

### Question 5

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

The candidate was credited 1 mark each for explanation of the points on the mortification of self ‘Goffman argued that through the process of mortification of self which is the loss of identity within asylums and total institutions individuals were broken down and rebuilt as conforming members of society.’

A further 1 mark was awarded for the point made that Goffman argued, ‘...that individuals despite attempts by these institutions still possessed the ability to choose to conform or rebel against the institution.’

A further 1 mark was awarded for providing examples of institutions ‘...institutions such as the army, prisons and asylums were all total institutions...’.

A final 1 mark was awarded for the point on the power of the medical profession. The candidate points out that another finding of Goffman’s study was, ‘...the immense power the medical profession was given over the patients under their care without correct oversight or checks and balances, often resulting in needless suffering and procedures such as a lobotomy.’

### Question 6

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

The first 1 mark was awarded for the candidate’s explanation of the link between power and status to culture. The candidate explained, ‘In significance of power and status, relation to both high and popular culture is based on the perception that only those who have access to wealth and power can access high culture.’ A further 1 mark was awarded as the candidate exemplified what they meant by high culture, ‘High culture consists of the things like the ballet...’.

Another 1 mark was awarded as the candidate explained, ‘This is the result of power and status as not everyone can access this culture.’

A further 1 mark was awarded for the conclusion, ‘...in comparison to popular culture, high culture is reserved for the wealthy elite in society...’.

The final 1 mark was awarded for explanation of the point that those who have access to high culture possess power and status ‘It can be argued that those who have access to high culture possess both power and status in society and therefore can influence decision making...’.

### Question 7

The candidate achieved **6 marks** in total for this question.

The candidate was awarded 2 marks for a functionalist analysis of the relationship between gender and identity:

The candidate highlighted the functionalist view on roles, ‘According to Functionalists the relationship between gender and identity is important as males and females have equally important roles in society they are just different...’

The candidate then discusses the role of the family, ‘...as the primary agent of socialisation that serves to teach children the norms and values of society’.

The candidate was awarded 4 marks for a feminist analysis of the relationship between gender and identity:

The first 1 mark was awarded for linking feminism to the view that gender is a social construct, ‘...gender is a social construct and is the result of secondary socialisation..’ and a further 1 mark was awarded for the point that this leads to, ‘...the ascription of gender norms and stereotypes upon children...’.

Another 1 mark was awarded for the point that, ‘This serves only to reinforce patriarchal control over society’.

A final 1 mark was awarded for the candidate's explanation of the view that gender should not influence identity. The candidate explains, 'Feminists argue that gender should not influence a woman's identity and instead should be allowed to progress naturally based on experiences and development.'

### Question 8

**Introduction:** The candidate was awarded **2 marks** for this section of the essay as they gave an accurate definition of crime and an accurate definition of deviance, 'the definition of crime is any action that breaches a codified law. The definition of deviance ...is any activity that is considered to be non-conformist...'.  
.....'

**Study:** The candidate was awarded **4 marks** for this section of the essay.

The candidate uses William Chambliss' study and is credited as follows:  
The first 1 mark is awarded for the description of the findings that the children were treated differently based on their class, 'Chambliss argues....the upper class children are looked on as deviant while the middle class are looked upon as criminals despite both groups committing criminal acts...'  
A further 1 mark was awarded for exemplification, 'the middle class group of youths were caught stealing while the upper class group were caught speeding .....'  
.....'

A further 1 mark was awarded for the point that both groups were seen differently by society. The candidate stated, 'The social perception of both groups however was different as the upper class group had social power and status on their side and therefore are less likely to be prosecuted'.

A final 1 mark was awarded for the point made, '...this shows the levels of inequality in the justice system which is controlled by the elite in society.'

**Functionalism:** The candidate was awarded **1 mark** for this section of the essay.

The candidate made an attempt to apply functionalism to the social issue of crime and deviance. The candidate was credited for the explanation of social norms and values from this perspective, '...crime is functional and has two purposes in society these are to challenge norms and values and persuade the majority of the need for social change or to reinforce societal agreement around what is acceptable and what is not.'

**Marxists:** The candidate was awarded **5 marks** for this section of the essay.

The candidate applied Marxism to the social issue of crime and deviance. The candidate was credited for explaining crime as a result of oppression under capitalism. 1 mark was awarded for 'This supports the Marxist point of view suggesting that crime and deviance is perpetuated as a method of social control against those that have no power in society.'

A further 1 mark was awarded as the candidate also cited Cohen and social control, 'Cohen's argument clearly supports the view that society serves a small group of elite that have control over what is moral and what is not.'

A further 1 mark was awarded for the candidate linking the arguments made by Chambliss to Marxist theory, '...Chambliss and the Marxist perspective as 75% of all laws in the UK focus on property rights. This suggests that the parliament is serving the interest of business owners in society, at that expense of youth culture portraying them as criminal and deviant.'

The candidate was credited 1 mark for their point on the number of property laws, designed in the interests of the bourgeoisie, '...Marxists argue that it is the result of societal oppression and exploitation.' A final 1 mark was awarded for the point about the ruling elite, '...the Marxist perspective of exploitation through a ruling elite who is serviced by a bourgeoisie parliament results in the oppression of individuals in society when they do not conform to the social norms and values of the majority...'

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

**Total marks - 57**