



# Cambridge O Level

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**SOCIOLOGY**

**2251/02**

Paper 2 Family, Education and Crime

**For examination from 2025**

MARK SCHEME

Maximum Mark: 80

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**Specimen**

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This document has **22** pages. Any blank pages are indicated.

**Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

**Social Sciences-Specific Marking Principles  
(for point-based marking)****1 Components using point-based marking:**

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

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/ numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

**2 Presentation of mark scheme:**

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

**3 Annotation:**

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

**Assessment objectives****AO1 Knowledge and understanding**

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

**AO2 Interpretation and application**

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

**AO3 Analysis and evaluation**

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

**Generic levels of response grids****Using the mark levels**

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

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

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

**Table A** – use this table to mark question 1(e), 2(e) and 3(e)

<b>Level</b>	<b>Description</b>	<b>Marks</b>
3	<ul style="list-style-type: none"> <li>• Good sociological knowledge and understanding of the question.</li> <li>• Three points supported by evidence and analysis.</li> <li>• Sociological terms and concepts are applied appropriately and frequently throughout.</li> <li>• Points are well developed and clearly explained throughout.</li> </ul>	7–8
2	<ul style="list-style-type: none"> <li>• Some sociological knowledge and understanding of the question.</li> <li>• Most points are supported by evidence and/or analysis.</li> <li>• Some application of appropriate sociological terms and concepts.</li> <li>• Some points are partially developed or explained.</li> </ul>	4–6
1	<ul style="list-style-type: none"> <li>• A limited sociological knowledge and understanding of the question.</li> <li>• Points have a tendency to be descriptive, with little or no evidence and/or analysis.</li> <li>• Little or no application of appropriate sociological terms and concepts.</li> <li>• Points are generally undeveloped and may lack clarity.</li> </ul>	1–3
0	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>	0

**Table B** – use this table to mark question 1(f), 2(f) and 3(f)

Level	Description	Marks
4	<ul style="list-style-type: none"> <li>Excellent sociological knowledge and understanding of the debate.</li> <li>Sociological terms and concepts are applied appropriately and consistently throughout.</li> <li>Three developed points supported by evidence and analysis on both sides of the debate, with a clear focus on the question throughout.</li> <li>The answer is two sided and balanced and comes to a conclusion or judgement.</li> </ul>	12–14
3	<ul style="list-style-type: none"> <li>Good sociological knowledge and understanding of the debate.</li> <li>Sociological terms and concepts are applied appropriately with some frequency.</li> <li><b>Either</b> one or two developed points supported by evidence and analysis on both sides of the debate, <b>or</b> a range of developed and partially developed points on both sides of the debate, with a focus on the question.</li> <li>The answer is two sided but may lack balance, and may come to a conclusion or may make a judgement on the question.</li> </ul>	8–11
2	<ul style="list-style-type: none"> <li>Some sociological knowledge and understanding of the debate.</li> <li>Some application of appropriate sociological terms and concepts.</li> <li>Some partially developed points supported by evidence and/or analysis, and some focus on the question. One point may be developed on one side of the debate.</li> <li>The answer may be simple two sided evaluation, or only cover one side of the debate, and may come to a conclusion or make a judgement on the question.</li> </ul> <p><b>A one-sided answer cannot score higher than 6 marks.</b></p>	4–7
1	<ul style="list-style-type: none"> <li>A limited sociological knowledge and understanding of the debate.</li> <li>Little or no application of appropriate sociological terms and concepts.</li> <li>Points may be list-like, have a tendency to be descriptive, with little or no evidence and/or analysis.</li> <li>The answer may be one sided, short or undeveloped, with no conclusion or judgements.</li> </ul>	1–3
0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>	0

**Family**

Question	Answer	Marks
1(a)(i)	<p><b>Define the term: empty nest family</b></p> <p>Award <b>one</b> mark for a partial definition, e.g. family with no children. Award <b>two</b> marks for a clear definition, e.g. a family that consists of a couple whose children have moved out of the family home.</p> <p>Accept any other reasonable answer.</p>	<b>2</b>
1(a)(ii)	<p><b>Define the term: patriarchy</b></p> <p>Award <b>one</b> mark for a partial definition, e.g. male dominance. Award <b>two</b> marks for a clear definition, e.g. a feminist term to describe societies and agencies where men are dominant and women are subordinate.</p> <p>Accept any other reasonable answer.</p>	<b>2</b>
1(b)	<p><b>Give <u>two</u> examples of negative sanctions used in the family to control children.</b></p> <p>Award <b>one</b> mark for each correct example (up to a maximum of <b>two</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• verbal sanctions, e.g. a telling off</li> <li>• removing toys/privileges</li> <li>• removing freedom, e.g. being grounded, sent to a bedroom, not allowed to see friends</li> <li>• child has to think about the consequences of their actions</li> <li>• being sent away, e.g. to live with another family member</li> <li>• any other reasonable response.</li> </ul>	<b>2</b>
1(c)	<p><b>Describe <u>three</u> types of marriage.</b></p> <p>Award <b>one</b> mark for each point correctly identified (up to a maximum of <b>three</b>). Award <b>one</b> mark for each point that is described (up to a maximum of <b>three</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Arranged marriage – the couple are selected by individuals other than the couple themselves.</li> <li>• Love marriage – a marriage driven solely by the couple, with or without the consent of their parents/family.</li> <li>• Monogamy – being married to one person at a time.</li> <li>• Polygamy – being legally married to more than one person at the same time.</li> <li>• Serial monogamy – having more than one marriage partner during a lifetime but only one at any one given time.</li> <li>• Empty shell marriage – a marriage where the spouses continue to live together but without love or affection.</li> <li>• Any other reasonable response.</li> </ul>	<b>6</b>

Question	Answer	Marks
1(d)	<p><b>Explain <u>three</u> criticisms of the feminist view of the family.</b></p> <p>Award <b>one</b> mark for each point correctly identified (up to a maximum of <b>three</b>).</p> <p>Award <b>one</b> mark for each point that is developed (up to a maximum of <b>three</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Changes in the family have helped families become more equal now e.g. the decline of segregated conjugal roles in many families has reduced gender inequalities in the family.</li> <li>• The family is not always negative for its members – it brings joy, love, affection and nurture to many.</li> <li>• Greater tolerance and acceptance of family diversity in societies has meant less patriarchal relationships and greater choice for women.</li> <li>• Legislation and the agents of formal social control are now much better at dealing with family abuse meaning women can escape dangerous situations and receive support.</li> <li>• Legislation in many parts of the world has made divorce far easier for women – they do not have to stay in an unhappy marriage.</li> <li>• Many women now choose to remain childless and so the idea of the dual burden and the triple shift may have become less significant.</li> <li>• Feminism often fails to reflect the cultural relativity of family life and relationships – not all women feel subordinated in the roles of housewife and mother, these can bring great joy.</li> <li>• The changing roles of men in society has led to greater gender equality in the family, e.g. house-husbands, active fathers.</li> <li>• Homosexual relationships challenge the feminist criticisms of family life and gender roles.</li> <li>• Any other reasonable response.</li> </ul>	<b>6</b>



Question	Answer	Marks
1(e)	<p><b>Discuss how family functions have changed over time.</b>  <b>Your answer should include:</b></p> <ul style="list-style-type: none"> <li>• <b>at least <u>three</u> developed points with evidence.</b></li> </ul> <p>Use Table A to mark answers to this question.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Reproduction – childless families are increasingly the norm (e.g. DINK families), some women are choosing not to have children and to focus on careers/themselves instead. The ‘childless stigma’ is disappearing.</li> <li>• Socialisation – primary socialisation can increasingly occur through institutions other than the family, e.g. nurseries, the media, pre-schools etc.</li> <li>• Social control – this no longer only happens in the family, other agents are increasingly involved, e.g. media, education etc.</li> <li>• Care of children – may occur through foster homes/care homes/communal living. It isn’t always the family that performs this role.</li> <li>• Status – the status ascribed to children from the family and the networks this can provide can also be achieved by the children themselves, e.g. through education. Children now use digital technology to create their own social networks.</li> <li>• Regulation of sexual behaviour – society and sexuality are now very diverse, the ‘rules’ of acceptable sexual behaviour are changing all the time in the postmodern world.</li> <li>• Other institutions take over the functions previously assigned to the family – social services, elderly care, childcare, the welfare state and schools now perform many of these functions.</li> <li>• Any other reasonable response.</li> </ul>	<b>8</b>

Question	Answer	Marks
1(f)	<p><b>Evaluate the view that the extended family is the best for society.</b>  <b>Your answer should include:</b></p> <ul style="list-style-type: none"> <li>• <b>at least <u>three</u> arguments for the view and <u>three</u> arguments against the view</b></li> <li>• <b>a conclusion.</b></li> </ul> <p>Use Table B to mark answers to this question.</p> <p>Possible arguments for:</p> <ul style="list-style-type: none"> <li>• Mutual support – extended families allow for individuals to help and support one another to bring cohesion and stability to the family through the sharing of advice and love and care.</li> <li>• Care of the elderly – extended families often have a tradition of respecting the family elders and ensuring that they are well looked after by the family (rather than the state) in old age – so reducing feelings of loneliness and isolation.</li> <li>• Childcare – extended families can support with childcare thus enabling parents to return to work without the often prohibitive costs of non-family childcare. This is thought to be particularly advantageous for women.</li> <li>• Finances – larger extended families can help one another out financially avoiding the need for bank loans, poverty and high interest rates.</li> <li>• Different forms of the extended family – the extended family is a diverse form of family and has many different forms meaning there will be something to suit all needs, e.g. vertically extended, horizontally extended, living close by geographically etc.</li> <li>• Modified extended family – these types of extended families are thought to be particularly compatible with modern living – families live apart but maintain close social contact through the use of technology so benefiting everyone.</li> <li>• South Asian families – these are often typified by strong bonds and wide extended family ties resulting in big networks, e.g. a family member living abroad can be supported by the wider extended family kin.</li> <li>• Lower divorce rates – extended families focus on all family members and will often intervene in family relationships to try and preserve family units hence the stresses and strains of divorce and separation are reduced.</li> <li>• Any other reasonable response.</li> </ul> <p>Possible arguments against:</p> <ul style="list-style-type: none"> <li>• Functionalists (e.g. Murdock) - believe the nuclear family is the best family form for society and the individual as it allows for the essential family functions to be best performed.</li> <li>• Nuclear family – the media uses the non-extended nuclear family (cereal packet) as the ideal family type.</li> <li>• Family diversity – postmodernists would claim that there is no one ‘best’ type of family, different individuals and societies have different needs and thus need to decide which is the best type of family for them at that time /in that society.</li> <li>• Within extended families – some functionalists claim that the nuclear family is at the heart of most family types, including the extended, and thus is proof that it is the nuclear family form that is the best.</li> <li>• Feminists – many would argue that single parent families are the best form as they allow women freedom from patriarchal control and the ability to negotiate their own family lives.</li> </ul>	<b>14</b>

Question	Answer	Marks
1(f)	<ul style="list-style-type: none"><li>• Family size – extended families may be so large that physically living together causes overcrowding and makes relationships strained and costly.</li><li>• Lack of privacy – the privatisation of the family is a concept associated with modern family living and may be compromised by the extended family unit that is unlikely to offer members much privacy.</li><li>• Family conflict – multi-generational extended families are likely to comprise of family members with very different views, values and beliefs; this can cause conflict and stress in the family, e.g. generation gap.</li><li>• Alternatives to the family – some people choose not to live in a family at all, believing that alternatives such as communes/friends are more beneficial.</li><li>• Any other reasonable response.</li></ul>	

**Education**

Question	Answer	Marks
2(a)(i)	<p><b>Define the term: Marxism</b></p> <p>Award <b>one</b> mark for a partial definition, e.g. a conflict theory. Award <b>two</b> marks for a clear definition, e.g. the sociological perspective that claims society is characterised by social class inequalities.</p> <p>Any other reasonable response.</p>	<b>2</b>
2(a)(ii)	<p><b>Define the term: vocationalism</b></p> <p>Award <b>one</b> mark for a partial definition, e.g. learning for work. Award <b>two</b> marks for a clear definition, e.g. teaching students the specific knowledge and skills to prepare them for a particular career or the workplace.</p> <p>Any other reasonable response.</p>	<b>2</b>
2(b)	<p><b>Give <u>two</u> examples of gendered socialisation in schools.</b></p> <p>Award <b>one</b> mark for each correct example (up to a maximum of <b>two</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• gender role models in schools</li> <li>• subject choices of males and females in schools</li> <li>• gender representations in textbooks/learning resources</li> <li>• different teacher expectations of girls and boys</li> <li>• careers advice – different advice based on the gender of the student</li> <li>• hidden curriculum – i.e. boys carry heavy objects, girls clean up the mess</li> <li>• gendered curriculum – males and females are required to study different subjects</li> <li>• gendered uniform – requirements and expectations may be different for males and females</li> <li>• any other reasonable response.</li> </ul>	<b>2</b>

Question	Answer	Marks
2(c)	<p><b>Explain <u>three</u> ways material factors may affect educational achievement.</b></p> <p>Award <b>one</b> mark for each point correctly identified (up to a maximum of <b>three</b>).</p> <p>Award <b>one</b> mark for each point that is developed (up to a maximum of <b>three</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• School attended – only those with money can typically afford a private education and the opportunities this brings for greater educational achievement.</li> <li>• Access to school – in some rural communities, schools can be a long way from where children live, meaning that unless the families have enough money, accessing an education will be difficult.</li> <li>• Resources – the internet, textbooks, revision guides etc. all cost money – not all students can afford them and this may disadvantage them.</li> <li>• Private tutors – these are often employed to boost a child’s educational achievement e.g. extra support with subjects, training for a school selection test, but not everyone can afford them.</li> <li>• At home – poorer families may live in crowded homes with little study space, a lack of books, no heating, damp conditions etc. – all of which may negatively impact educational success.</li> <li>• Some students may have to work outside of school in order to help their families financially – this is likely to negatively affect their educational achievement.</li> <li>• Any other reasonable response.</li> </ul>	<b>6</b>
2(d)	<p><b>Explain <u>three</u> aspects of the functionalist view of education.</b></p> <p>Award <b>one</b> mark for each point correctly identified (up to a maximum of <b>three</b>).</p> <p>Award <b>one</b> mark for each point that is developed (up to a maximum of <b>three</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Socialisation – education passes on the norms and values of society from one generation to the next.</li> <li>• Sense of belonging – because children are socialised into a shared set of values they develop a sense of belonging.</li> <li>• Individual achievement – children learn the value of hard work and that their efforts will determine their place in society (achieved status), they are judged by universal standards.</li> <li>• Skills and knowledge – education provides children with the skills and knowledge they need to function effectively in the workplace.</li> <li>• Sifting and sorting – education divides children based on their academic abilities to ensure the right people enter the right jobs in the future i.e. the brightest go on to be doctors and lawyers, the less bright work in office jobs or manual labour.</li> <li>• A fair system – the education system is seen to be fair and based on equal opportunities for all, allowing everyone the chance to be successful – meritocracy.</li> <li>• Any other reasonable response.</li> </ul>	<b>6</b>

Question	Answer	Marks
2(e)	<p><b>Discuss reasons why some ethnic minority students may underachieve at school.</b></p> <p><b>Your answer should include:</b></p> <ul style="list-style-type: none"> <li>• <b>at least <u>three</u> developed points with evidence.</b></li> </ul> <p>Use Table A to mark answers to this question.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Discrimination by the school – by allocating students to sets or streams pupils from some ethnic minority groups may be placed in the lower sets because of stereotypical assumptions.</li> <li>• Labelling – some teachers may label ethnic minority students negatively, e.g. as ‘troublemakers’ or ‘lacking in aspirations’.</li> <li>• Ethnocentric curriculum – what is taught in lessons and written in the curriculum syllabuses may treat the culture of the majority as more important, sending out the message that the ethnic minority students’ own culture is of less value. This can lead students to see the lessons as not relevant to them and ‘switch off’ from learning.</li> <li>• Institutional racism – school authorities may not deal with racism by pupils against the minority, maybe treating it as unimportant; ethnic minority students may feel alienated from school and stop participating /working.</li> <li>• Cultural differences – home values may clash with school values for some ethnic minority children, e.g. value placed upon education, study and learning.</li> <li>• Social class – some ethnic minority groups have a high proportion of their members in the working class and so they will suffer from material disadvantages that are likely to impact negatively on school achievement, e.g. study space at home, access to resources, poor housing conditions etc.</li> <li>• Linguistic factors – some ethnic minority students may be taught in a language that is not their home language, e.g. children in developing countries where the official language used in schools is never used at home or in the community. This causes a barrier to educational achievement.</li> <li>• Anti-school subcultures – e.g. Sewell’s study of Afro-Caribbean boys in education, resistance to racism and pressure to be masculine may lead to a disproportionate number of ethnic minority males joining these peer groups and not focusing on their education.</li> <li>• Any other reasonable response.</li> </ul>	<b>8</b>

Question	Answer	Marks
2(f)	<p><b>Evaluate the view that progressive schooling is the best form of education.</b></p> <p><b>Your answer should include:</b></p> <ul style="list-style-type: none"> <li>• <b>at least <u>three</u> arguments for the view and <u>three</u> arguments against the view</b></li> <li>• <b>a conclusion.</b></li> </ul> <p>Use Table B to mark answers to this question.</p> <p>Possible arguments for:</p> <ul style="list-style-type: none"> <li>• Student individual passions – progressive schooling allows individuals to learn about the topics and things they are passionate about rather than rote-learning a standardised and universal curriculum.</li> <li>• Student creativity – active hands-on learning and peer collaboration and discussion allows for a more creative approach to teaching and learning than the teacher led curriculum associated with traditional schooling.</li> <li>• Critical thinking skills – progressive schooling allows for freedom of expression and thought, avoiding narrow ideologies and methodologies and encouraging students to think and solve problems for themselves.</li> <li>• Lifelong learning – progressive schooling fosters a love of learning that transfers to the ‘real world’ and encourages learning for life rather than learning for a time-bound exam.</li> <li>• Marxism – progressive schooling sees a move away from institutions that were only interested in creating obedient and subservient workers who could contribute to the economy, instead producing free-thinking individuals.</li> <li>• Democratic education – Dewey believed students should engage in art, history and science and should be trained to become active members of society, imbued with a spirit of service rather than focusing solely on educational outcomes.</li> <li>• Independent learning – learning passively does not generate independence. In progressive schooling the teacher serves less as an instructor and more as a guide. Talking and writing about issues in structured learning groups prepares students to learn independently and helps in later life.</li> <li>• Diversity – some sociologists believe that progressive schooling will allow education to move away from the culture of patriarchy and ethnocentrism that it is often accused of today.</li> <li>• Any other reasonable response.</li> </ul> <p>Possible arguments against:</p> <ul style="list-style-type: none"> <li>• Lack of standardisation – there is no one, clear way of teaching or learning a concept, which means there is a lack of teacher skills-based strategies and little focus on effective teaching and learning pedagogy.</li> <li>• Lack of structure – the noise and apparent chaos in the classroom would not work in state schools with large classes.</li> <li>• Lack of literacy focus – the lack of question-answer tests and written responses associated with progressive schooling may mean students don’t get the same opportunities to practise and develop their literacy as they would in traditional education.</li> <li>• Lack of standardised testing – some see progressive schools as too permissive and believe that student progress can’t be measured in progressive education as there is no universal curriculum or standardised testing.</li> </ul>	<b>14</b>

Question	Answer	Marks
2(f)	<ul style="list-style-type: none"><li>• Lack of social control – critics of progressive schooling point to the lack of cohesive rules that ensure good classroom order and an environment suitable for teaching.</li><li>• Standards – modern educational ideologies are about improving standards in schools through testing, inspecting and improving best practice; an individualised child-centred approach does not fit well with these core aims.</li><li>• Opportunities – some sociologists believe that progressive schooling will not provide sufficient opportunities for social mobility and improved life chances; ultimately students will be in competition with other students from more traditional institutions who have the traditional qualifications that societies still value.</li><li>• Any other reasonable response.</li></ul>	



**Crime, deviance and social control**

Question	Answer	Marks
3(a)(i)	<p><b>Define the term: deviance</b></p> <p>Award <b>one</b> mark for a partial definition, e.g. vandalism. Award <b>two</b> marks for a clear definition, e.g. actions that break social norms and values.</p> <p>Any other reasonable response.</p>	<b>2</b>
3(a)(ii)	<p><b>Define the term: postmodernism</b></p> <p>Award <b>one</b> mark for a partial definition, e.g. anything goes. Award <b>two</b> marks for a clear definition, e.g. a sociological approach that attempts to define how society has progressed to an era beyond modernity.</p> <p>Any other reasonable response.</p>	<b>2</b>
3(b)	<p><b>Give <u>two</u> examples of surveillance used for controlling crime.</b></p> <p>Award <b>one</b> mark for each correct example (up to a maximum of <b>two</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• surveillance cameras (CCTV)</li> <li>• dashboard cameras – in motor vehicles</li> <li>• security cameras – on public and private buildings</li> <li>• social media/networks monitoring</li> <li>• computer surveillance e.g. monitoring internet traffic</li> <li>• telephone surveillance e.g. bugging, wireless tracking</li> <li>• undercover operations e.g. covert cameras, undercover agents</li> <li>• private detectives</li> <li>• biometric e.g. facial recognition</li> <li>• aerial e.g. drones, spy planes, helicopters</li> <li>• any other reasonable response.</li> </ul>	<b>2</b>

Question	Answer	Marks
3(c)	<p><b>Explain <u>three</u> reasons why poverty might lead to crime.</b></p> <p>Award <b>one</b> mark for each point correctly identified (up to a maximum of <b>three</b>).</p> <p>Award <b>one</b> mark for each point that is developed (up to a maximum of <b>three</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Material deprivation – not having enough money/food to survive may lead some to commit crime, e.g. to feed the family.</li> <li>• Relative deprivation – those living in poverty may feel relatively deprived when comparing themselves with others and thus turn to crime.</li> <li>• Marginalisation – (Lea and Young) poverty often leads to individuals feeling marginalised from society and this disconnection and lack of social bond may lead to crime.</li> <li>• Consumerism – in societies where power and status is defined by what you own, those living in poverty may feel like they have no alternative but to turn to crime in order to fit in (Cohen's status frustration).</li> <li>• Inadequate socialisation – New Right thinkers such as Murray claim that the poor commit crime because they have not been well socialised into conforming to society's norms and values.</li> <li>• Women and crime – Pat Carlen's study revealed that the women most likely to commit crime were those living in poverty who were often unemployed. Poverty limited their chances for legitimate success and left them socially excluded from society.</li> <li>• Any other reasonable response.</li> </ul>	<b>6</b>
3(d)	<p><b>Explain <u>three</u> criticisms of the labelling theory of crime.</b></p> <p>Award <b>one</b> mark for each point correctly identified (up to a maximum of <b>three</b>).</p> <p>Award <b>one</b> mark for each point that is developed (up to a maximum of <b>three</b>).</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Social reactions – some criminal acts (e.g. murder) are deviant regardless of whether there is a social reaction against the crime or not.</li> <li>• Not all individuals who have been negatively labelled commit crime – the theory fails to explain these differing reactions.</li> <li>• Some individuals who have not been negatively labelled still commit crime. The theory offers no reasons for why this is the case, e.g. state crime, green crime, corporate crime etc.</li> <li>• Too deterministic – the theory implies that individuals have no freedom of choice and that they will act a certain way according to their label, e.g. self-fulfilling prophecy.</li> <li>• Gives the offender a 'victim' status – Realists argue that this theory fails to take into consideration the very real harm that crime can cause and ignores the plight of the victims.</li> <li>• Primary deviance – the theory fails to explain why acts of primary deviance occur in the first place, instead focusing too much on the secondary deviance caused by the label.</li> <li>• Individual differences – the theory ignores the influence and effect of other social factors, such as socialisation, economics and opportunities, on the chances of committing a crime.</li> <li>• Any other reasonable response.</li> </ul>	<b>6</b>

Question	Answer	Marks
3(e)	<p><b>Discuss the view that crime and deviance are relative.</b></p> <p><b>Your answer should include:</b></p> <ul style="list-style-type: none"> <li>• <b>at least <u>three</u> developed points with evidence.</b></li> </ul> <p>Use Table A to mark answers to this question.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>• Relative to time/era – a behaviour in a society may be considered deviant in one time period but acceptable many years later, e.g. homosexuality; conversely, a behaviour may be considered acceptable in one time period but deviant many years later, e.g. smoking in public places.</li> <li>• Relative to culture – something defined as deviant in one culture may be accepted as normal in another e.g. polygamy.</li> <li>• Relative to role – behaviour by a person whilst in a particular role may be defined as not deviant but deviant for that same person to do when not in that role, e.g. a soldier killing a human in battle is not deviant, but if that soldier kills a human when out shopping that would be deviant.</li> <li>• Relative to society – different societies have different norms and values and thus different understandings of deviance, e.g. the permissible and expected role of women.</li> <li>• Relative to situation – it is typically seen as deviant in most societies to be naked in public but perfectly acceptable to do this in private.</li> <li>• Ever changing – crime and deviance can be considered to be relative because there is no one universal definition and because the concepts are ever changing as societies progress and change.</li> <li>• Marxism – belief that the creation and enforcement of laws benefit the higher social classes, e.g. that robbery is perceived to be a threat to social order and criminals are treated harshly by the authorities but white-collar crime (that involves stealing a lot more money) is rarely discussed or prosecuted.</li> <li>• Feminism – definitions of crime and deviance depend on the perpetrators' gender, e.g. males fit the stereotype of 'criminal' and they are therefore targeted by the authorities and given harsher sentences (Cicourel). In contrast women may benefit from the 'chivalry thesis' (Pollack).</li> <li>• Labelling theory – Becker claims that labels are not applied in a consistent way and that the deviant is the person/group a label has been successfully applied to, thus deviant behaviour is only the behaviour that people label.</li> <li>• Any other reasonable response.</li> </ul>	<b>8</b>

Question	Answer	Marks
3(f)	<p><b>Evaluate the view that capital punishment is the most effective punishment for crime.</b></p> <p><b>Your answer should include:</b></p> <ul style="list-style-type: none"> <li>• <b>at least <u>three</u> arguments for the view and <u>three</u> arguments against the view</b></li> <li>• <b>a conclusion.</b></li> </ul> <p>Use Table B to mark answers to this question.</p> <p>Possible arguments for:</p> <ul style="list-style-type: none"> <li>• Protection of citizens – by removing the source of the problem the public are instantly protected from future threats of crime.</li> <li>• Deterrence – capital punishment can put others off committing the crime as they can see the consequences of their actions and so become more obedient and conformist.</li> <li>• Retribution – capital punishment is the only form of punishment that really offers vengeance to the victims’ families and conforms with the religious idea of ‘an eye for an eye’.</li> <li>• Incapacitation – making an offender incapable of committing further criminal acts is a very effective punishment for crime and capital punishment achieves this.</li> <li>• Incarceration costs – the costs of housing prisoners for lengthy periods of time (for the kinds of crimes that capital punishment might be used for) is immense, capital punishment may be a more cost-effective measure.</li> <li>• Formal social control – sociologists such as the Right Realists believe that by getting tougher on crime, such as by using capital punishment, criminality is less likely to occur. This makes capital punishment an effective punishment for crime.</li> <li>• Crowded prisons – prisons are overcrowded on a global scale and therefore capital punishment can offer a viable alternative for the worst crimes and so help with prison overcrowding.</li> <li>• Fear factor – capital punishment breeds fear in offenders and society and thus is an effective way of controlling criminality; media reporting of the prisoner deaths can amplify this.</li> <li>• Reprehensible crimes – some crimes are thought to be so reprehensible that the only suitable punishment is seen to be death.</li> <li>• Any other reasonable response.</li> </ul> <p>Possible arguments against:</p> <ul style="list-style-type: none"> <li>• Morality – many people against capital punishment ask whether anyone has the right to take another human being’s life.</li> <li>• Rehabilitation – an alternative viable aim of punishment is to rehabilitate offenders through schemes such as community service, counselling and addiction treatment. This is often thought to be more effective.</li> <li>• Resistance/protests – sometimes capital punishment can lead to deviancy amplification as protests, riots and resistance to the perceived ‘unfair’ death of a prisoner can follow.</li> <li>• Causes of crime – capital punishment is not a long-term solution to crime as it fails to deal with the root causes of crime, e.g. material deprivation, lack of opportunities, inadequate socialisation etc., therefore crimes will continue to occur.</li> </ul>	<b>14</b>

Question	Answer	Marks
3(f)	<ul style="list-style-type: none"> <li>• Discrimination – current statistics evidence the fact that a disproportionate number of ethnic minority groups and males are sentenced to death; the punishment cannot be effective if it is applied with prejudice.</li> <li>• Selective law enforcement – (Marxism) the authorities target certain social groups as criminals more than others, e.g. stop and search rates. White-collar, state, cyber and corporate criminals are rarely targeted or prosecuted, meaning that capital punishment is not effective as it does not deal with all criminals.</li> <li>• Victim trauma – sentencing a criminal to death does not help the victims of crime deal with what has happened to them. Left Realists talk about the problems of crime for the victims and believe effective punishments need to incorporate this, e.g. restorative justice.</li> <li>• Other punishments – countries and states that currently have the death penalty do not have lower crimes rates than countries that do not have the death penalty, meaning other punishments may be equally or more effective.</li> <li>• Human rights – many critics of capital punishment believe that it infringes basic human rights and is not an appropriate punishment for the modern world we live in.</li> <li>• Dark figure of crime – most crimes are never detected and most criminals never prosecuted, therefore capital punishment cannot be a very effective punishment for crime as it is only punishing a small proportion of those committing crimes.</li> <li>• Any other reasonable response.</li> </ul>	

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