

**GCE**

**Sociology**

**H580/03:** Debates in contemporary society

Advanced GCE

**Mark Scheme for November 2020**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 11. Annotations

Annotation	Meaning
	Knowledge and Understanding point
	Developed Point: fully explained in a relevant way
	Underdeveloped: Partially explained, but requiring more depth
	Anecdotal/ common sense/ asociological point
	Application/interpretation. On questions 1 and 2: clear reference to source. On other questions: explicit application to the question (optional)
	Critical Evaluation point
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ substantiation
	Unclear/confused/lacks sense/inaccurate
	Repetition
	Irrelevant material/ not clearly focused on question set
	Juxtaposition of alternative theories/ideas without direct/ explicit evaluation

## 12. Subject Specific Marking Instructions

## INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied

- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### **USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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Question	Answer	Marks	Guidance
1	<p data-bbox="286 201 1164 352">With reference to the Sources and your wider sociological knowledge, explain the positive impact of global developments in digital communication in responding to major events.</p> <p data-bbox="286 389 797 451"><b>AO1: Knowledge and understanding</b> <b>Level 4: 5 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological evidence; the evidence is generally accurate and detailed. The information presented is relevant and substantiated. <i>There will typically be two developed points of knowledge.</i></p> <p data-bbox="286 660 1160 927"><b>Level 3: 3–4 marks</b> The candidate demonstrates a good knowledge and understanding of either a range of sociological evidence or some evidence in detail. The evidence is generally accurate but underdeveloped. The information presented is in the most part relevant and supported by some evidence. <i>There will typically be one developed point of knowledge, or 2 less well-developed points.</i></p> <p data-bbox="286 963 1144 1267"><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological evidence. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is supported by limited evidence. <i>There will typically be one underdeveloped point of knowledge, or two undeveloped points.</i></p> <p data-bbox="286 1303 1151 1463"><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding of sociological evidence. Very little relevant sociological evidence is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic</p>	9	<p data-bbox="1310 201 2105 296"><b>AO1: Knowledge and understanding</b> NOTE: Contemporary examples should be credited in AO1 in the same way as sociological studies.</p> <p data-bbox="1310 336 2116 400">Major events may include war, groups of people under attack, oppression, protests, natural disasters, epidemics etc.</p> <p data-bbox="1310 440 1749 464">Supporting evidence may include:</p> <ul data-bbox="1310 472 2116 1463" style="list-style-type: none"> <li>• Study on Southern California Wildfires - social media enables rapid response; Sutton, Palen and Shlovski</li> <li>• In response to unexpected global events such as an earthquake, or flooding, social media sites can be used as a means of raising money for victims.</li> <li>• Facebook and Twitter - able to reach millions of people from all over the world as events are happening; Lopes</li> <li>• The Facebook Effect - as Facebook spreads globally, exceeding 500 million users - become instrumental in political protests from Colombia to Iran; Kirkpatrick</li> <li>• Facebook, Twitter, may give a voice to individuals that otherwise would not be heard; the Arab Spring social movements; Shirky, Jurgenson, Castells</li> <li>• Social media provides new sources of information that cannot be easily controlled by authoritarian regimes (Tufekci and Wilson)</li> <li>• Developments in digital communication had enabled people with a 'muted voice' to be heard, e.g. Malala Yousafzai</li> <li>• 'Social media is now the most efficient method of delivering emergency response messages'; Collins</li> <li>• Use of digital communications as a response to the coronavirus pandemic and local restrictions – keeping people in touch; spreading information.</li> <li>• Reference to the role of digital communications in recent protests such as Hong Kong pro-democracy protests, the Black Lives Matter protests, climate change/ extinction rebellion protests etc.</li> <li>• Other reasonable response.</li> </ul>

		<p>and communicated in an unstructured way. <i>There will typically be one undeveloped point, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly and frequently applied material from at least one of the sources in a developed way. <i>There will typically be two developed references to the source material.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to apply source material. The candidate has occasionally applied material from at least one of the sources in a developed way, or frequently applied the source(s) in an underdeveloped way. <i>There will typically be one developed or two underdeveloped references to the source material.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to apply source material. The candidate has occasionally made use of material from the source(s) in an underdeveloped way. <i>There will typically be one underdeveloped or two undeveloped/ recycled/ implicit references to the source material.</i></p> <p><b>Level 1: 1 mark</b> The candidate shows a limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way. <i>There will typically be one undeveloped/ recycled/ implicit reference to the source material.</i></p> <p><b>0 marks :</b> No relevant sociological application.</p>		<p><b>AO2: Application</b> <b>In this question AO2 is awarded for use of source(s).</b> For example:</p> <ul style="list-style-type: none"> <li>• Globally, new forms of digital communication increasingly used for dealing with major events such as disasters (As in Source A)</li> <li>• Increased access to resources across the world (As in Source A)</li> <li>• Official organisations aiming for a collective response, beginning to embrace social media channels digital communication; (As in Source A: USA National Weather Service, 2018)</li> <li>• Facebook in 2012 launched an emergency check-in App called 'Safety Check'. At the click of a button users can let friends and family know they are safe in the event of a natural disaster (As in Source A)</li> <li>• Communicating in a virtual community, where there are no geographical boundaries, is quick and easy (As in source B)</li> <li>• Support may be generated very quickly in response to major events (As in Source B)</li> <li>• Mobilising support for protests (As in Source A)</li> </ul>
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2	<p>With reference to the Source(s) and your wider sociological knowledge, evaluate the view that virtual communities have a positive impact on people's identity.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the evidence is generally accurate and detailed. The material presented is relevant and supported by evidence.  <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped, <b>or</b> narrow. The material presented is mostly relevant and supported by some evidence.  <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped but will have some relevance.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented, and the response may be largely based on common sense; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point supporting the view</i></p>	<p><b>10</b></p> <p><b>AO1: Knowledge and understanding</b>  NOTE: Contemporary examples should be credited in AO1 in the same way as sociological studies.</p> <p>Virtual community – a social network of individuals that create an online community which can cross geographical, political and social lines.  There should be a focus on identity - more generalised positive impacts should be credited as underdeveloped.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>• Virtual worlds can change ideas about people's identity and society, people can choose an alternative identity; Boellstorff</li> <li>• Carter - 'Cybercity', a place to meet people, widen and strengthen social networks and relationships, positive effect on self-regard and identity.</li> <li>• People free from their physical bodies and constraints - can choose identity and appearance; Rosenblatt and Tushnet</li> <li>• Virtual communities allow people to present 'better' versions of themselves; Turkle</li> <li>• Social networking sites - individuals create virtual profiles - Baudrillard calls this a <i>simulacra</i>, a mediated version of our identity; Durham and Kellner</li> <li>• Feminists: in virtual communities women can transcend gender to focus on other aspects of their identity, becoming cyborgs; Haraway</li> <li>• People can develop different aspects of their identity, we are all cyborgs; Case</li> <li>• Access to people across the world may help with confidence in expressing identity, supporting women from ethnic minority backgrounds; Nakamura</li> <li>• Interactionists: individuals give meaning to interactions within virtual communities, influencing identity and the presentation of self – Gardner &amp; Davis</li> <li>• Other reasonable response.</li> </ul>
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		<p><i>in the question, or a vague representation.</i></p> <p><b>0 marks:</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b>  <b>Level 2: 2 marks</b>          The candidate demonstrates an excellent or good ability to apply relevant source material. The candidate has explicitly applied material from at least one of the sources.  <i>There will typically be at least one developed reference to source material.</i></p> <p><b>Level 1: 1 mark</b>          The candidate shows a basic or limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.  <i>There will typically be at least one undeveloped reference to source material.</i></p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 4 marks</b>          The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed evaluation points. There may be a critical and reasoned conclusion.  <i>There will typically be two developed points challenging the view in the question.</i></p> <p><b>Level 3: 3 marks</b>          The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped <b>or</b> narrow. The candidate may reach an explicit but brief conclusion.  <i>There will typically be one developed point or two underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 2 marks</b></p>	<p><b>AO2: Application</b>  <b>In this question AO2 is awarded for use of source(s)</b>          For example:</p> <ul style="list-style-type: none"> <li>• Postmodern view: virtual communities have a positive impact on individual's real and virtual identity (Source B)</li> <li>• In virtual communities people can choose how they present themselves, i.e. their virtual identity (Source B).</li> <li>• People can transform their identity regardless of gender, ethnicity, social class, age or disability. (Source B)</li> <li>• Concerns about the effects of virtual communities on both individuals' identities (Source B)</li> <li>• Who controls the virtual communities and how are they regulated (Source B),</li> </ul> <p><b>AO3: Analysis and evaluation</b>          NOTE: Contemporary examples should be credited in AO3 in the same way as sociological studies.</p> <p>Arguments against the view that virtual communities have a positive impact on people's identity, may include:</p> <ul style="list-style-type: none"> <li>• Recent concerns raised about young people who reveal mental health issues in virtual communities being encouraged to internalise harmful negative self - perceptions.</li> <li>• Young people are becoming more narcissistic; Gardner &amp; Davis</li> <li>• The i-generation spend less time with friends and have higher levels of anxiety and loneliness; Twenge</li> <li>• Cyberbullying has a negative effect on identity; Livingstone, Haddon, Vincent, Mascheroni and Olafsson, O'Keefe &amp; Clarke Pearson</li> <li>• We know less about people's identity if we are unable to see facial expressions, intonation of voice etc.; Justice and Jamieson</li> <li>• Virtual communities may be used illegitimately, for example grooming young people. Likely to negatively impact on identity for many years.</li> <li>• Indirect, online communication is isolating; Turkle</li> </ul>
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		<p>The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative. <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one undeveloped point challenging the view in the question, or a vague representation.</i></p> <p><b>0 marks:</b> No relevant sociological evaluation or analysis.</p>		<ul style="list-style-type: none"> <li>• Feminists: those who create and control virtual communities more likely to be male, and the communities may reflect patriarchal attitudes reinforcing subordinate identities. Communities may also be a course of 'gendered cyberhate'; Jane</li> <li>• Other reasonable response.</li> </ul>
3		<p>Evaluate the sociological view that all digital forms of communication have a negative impact on social relationships.</p> <p><b>AO1: Knowledge and understanding</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. The material presented is supported by evidence. <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. The material presented is supported by some evidence. <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and</p>	16	<p><b>AO1: Knowledge and understanding</b> NOTE: Contemporary examples should be credited in AO1 in the same way as sociological studies.</p> <p>Relevant material supporting the view that all digital forms of communications have a negative impact on social relationships may include:</p> <ul style="list-style-type: none"> <li>• Families/ friends may be 'alone together' – in the same room but using devices to communicate with others or engage in other tasks; Turkle</li> <li>• Offline relationships may suffer as a result of time spent with online relationships</li> <li>• Online social ties tend to be weaker than relationships formed and maintained offline; Kraut</li> <li>• Social media potential to cause tension and conflict between individuals</li> <li>• Solitary activities – e.g. such as surfing the internet, negative impact on social ties; Zhao</li> <li>• Lack of privacy or different ideas about privacy may cause conflict</li> <li>• Children who cannot afford smartphones or access to</li> </ul>

		<p>understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p><i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p> <p><b>0 marks:</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question</p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is potentially relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly/ and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.</p>		<p>internet; disadvantaged in peer interaction in all countries including UK; Berry</p> <ul style="list-style-type: none"> <li>• Social media footprints - harder for adolescents today to remove mistakes; Case, Ellison.</li> <li>• Disputes can occur when private information disclosed on-line; Case</li> <li>• Social networking sites can expose the unfaithful: dynamic of the news being 'public' can have a negative impact on relationship; Miller</li> <li>• 'Twitter-related conflict' can have negative impact on relationships: emotional and physical cheating, breakup and divorce; Clayton</li> <li>• Problem if people believe the truth of another lies more in what is posted online than face-to-face communication; Miller</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - view that all digital forms of communication have a negative impact on social relationships.</p> <p><b>AO3: Analysis and evaluation</b> NOTE: Contemporary examples should be credited in AO3 in the same way as sociological studies.</p> <p>Relevant material challenging the view that all digital forms of communications have a negative impact on social relationships may include:</p> <ul style="list-style-type: none"> <li>• Digital forms of communication have helped strengthen relationships between family and friends as time and location no longer presents a barrier to maintaining contact.</li> <li>• During the coronavirus pandemic and lockdown, digital communication allowed friends and family to maintain their</li> </ul>
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		<p><b>0 marks</b> : No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed. The candidate may reach a critical and reasoned conclusion.  <i>There will typically be three developed points or two developed points and one underdeveloped point challenging the view in the question.</i></p> <p><b>Level 3: 5–6 marks</b>  The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped <b>or</b> narrow. The candidate may reach a critical but brief conclusion.  <i>There will typically be two developed points or three underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 3–4 marks</b>  The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be undeveloped. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative.  <i>There will typically be one developed or two underdeveloped points challenging the view in the question. A range of undeveloped points may also be seen at this level.</i></p> <p><b>Level 1: 1–2 marks</b>  The candidate demonstrates a limited ability to analyse and evaluate. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion.  <i>There will typically be one or two undeveloped or vague points which could potentially challenge the view in the question.</i></p> <p><b>0 marks:</b> No relevant sociological evaluation or analysis.</p>		<p>relationships.</p> <ul style="list-style-type: none"> <li>• Older generation may use social media to maintain contact with family here and abroad; Berry</li> <li>• Social media platforms that connect individuals directly to one another such as Zoom, Snapchat, Instagram strengthen relationships; Zhao</li> <li>• Social networks can lead to stronger social relationships and cooperative behaviour may increase; Christakis.</li> <li>• New social media can help develop more meaningful/developed relationships; Miller</li> <li>• Through social media, young people can send messages to others, share photographs, videos across the world at the press of a button; Boyle, Boellstorff .</li> <li>• Opportunity to increase social capital in relationships with a wide group of people; Bourdieu, Boyle</li> <li>• Can help decrease loneliness and depression and increase self-esteem through access to social support 24/7; Shaw and Gant</li> <li>• Social networking provides opportunities to overcome traditional barriers to meeting people such as disability, geographical distance, family disapproval.</li> <li>• Women may use communication technology to engage with and form relationships with women from across the world; Haraway, Nakumara.</li> <li>• Young people may broaden and strengthen relationships with other young people; Boyle</li> <li>• Weak ties are strengthened; Granovetter</li> <li>• Other reasonable response.</li> </ul>
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4	*	<p>In what ways is green crime a growing issue?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Green crime, or environmental crime - form of deviant behaviour which has in part become criminalised. Involves direct or indirect damage to the environment. NOTE: Examples should be credited in the same way as sociological studies. To be credited as 'developed', material <b>MUST</b> be linked to green crime as a 'growing issue'.</p> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Types of green crime: pollution (air, land, water); deforestation; wildlife crime etc.</li> <li>• Green crime involves action which creates harm to the environment, including plants and living species, this can occur at a global level; UN 2012, Franko Aas</li> <li>• Patterns and trends reveal overlap between global organised crime and green crime – link to globalisation.</li> <li>• Definitions and measurements vary across the world, e.g. countries place different emphases on combating green crime, ; yet, it is becoming increasingly recognised and recorded as an issue; UN 2012</li> <li>• Two forms of green crime - primary and secondary; South, Carrabine</li> <li>• Actions not (yet) illegal under international law but which can cause direct harm to the environment; e.g. deforestation of world's tropical rainforest; White</li> <li>• Actions illegal under national or international law but ignored or go unpunished, such as animal poaching and trafficking, dumping toxic waste.</li> <li>• Primary green crimes directly cause damage to the environment - can subsequently cause harm to people; Carrabine.</li> <li>• The poorest people suffer most from environmental damage, yet rich corporations responsible usually avoid any kind of criminal charges; Potter, Marxist view</li> <li>• One eco-system; e.g. atmospheric pollution from industry from one country turns into acid rain which can fall in</li> </ul>
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					<p>another country and poison its watercourses and destroy forests. Green crime transcending political and national borders; Franko Aas</p> <ul style="list-style-type: none"> <li>• Manufactured risks; Beck</li> <li>• Examples - climate change, Chernobyl, Deepwater Horizon, Bhopal</li> </ul> <p><b>AO2: Application</b></p> <ul style="list-style-type: none"> <li>• The selected knowledge should be directly specific to the question – ways green crime is a <i>growing</i> issue.</li> </ul>
5		*	<p>Assess right realist explanations of crime and deviance.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Relevant material supporting right realist explanations may include:</p> <ul style="list-style-type: none"> <li>• Right realist view that ‘typical criminal’ in police recorded statistics basically reflects reality</li> <li>• Take conventional definitions of crime for granted and focus on explaining ‘street crime’.</li> <li>• Explain crime in terms of individual offender; Wilson</li> <li>• Emphasise trends in crime related to age profile of populations, strength of economy, social and cultural change - largely uncontrollable, believe government cannot prevent crime at source; Wilson</li> <li>• Crime occurs when a potential criminal does not believe s/he will be caught; Wilson</li> <li>• Environmental focus: Low level disorder causes community to ‘stay indoors’, less informal control, crime may escalate. Wilson</li> <li>• ‘Tipping points’, some move out, crime levels increase; Wilson and Kelling</li> <li>• Broken Windows study; Wilson and Kelling</li> <li>• ‘Wicked people exist; Wilson</li> <li>• Individual traits compounded by inadequate socialisation, particularly when immediate gratification emphasised; Wilson and Herrnstein</li> <li>• Other reasonable response</li> </ul>

					<p><b>AO2: Application</b> The selected knowledge should be directly specific to the question – right realist <i>explanations</i> of crime and deviance.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses in the right realist explanations.</p> <p>They may consider alternative theories such as:</p> <ul style="list-style-type: none"> <li>• Left Realism</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>Relevant material challenging right realist explanations may include:</p> <ul style="list-style-type: none"> <li>• Right realism plays down <i>causes</i> of offending, focusing on failures in social control and punishment, left realist; Young</li> <li>• Right realism overstates offenders' rationality and cost-benefit calculations before committing a crime; Matthews</li> <li>• Right realism ignores corporate crime; Snider</li> <li>• Right realists fail to focus on social injustice, particularly the relationship between police and community, aspects of radical criminology; Lea and Young</li> <li>• Right realists fail to recognise the interplay of the criminal justice system, criminal offender, general public and victim of crime in their explanations of crime; left realists; Matthews and Young</li> <li>• Right realists ignore the link between economic exclusion and social exclusion – breakdown of communities and families and increase in crime and disorder; Young</li> <li>• Right Realism ignores wider structural causes of crime and deviance, such as poverty. Marxists offer an alternative explanation - crime product of capitalism and exploitation rather than culture; Box</li> <li>• Feminists; right realists tend to ignore influence of</li> </ul>
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					<p>patriarchal ideology on women who are criminal and deviant; Carlen</p> <ul style="list-style-type: none"> <li>• Other reasonable response.</li> </ul>
6		*	<p>Evaluate sociological explanations of the over-representation of males in crime statistics.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>NOTE: some of the material below may be used to challenge other sociological explanations presented. Material should be credited either as AO1 or AO3, in the best interests of the candidate. Do not double-credit.</p> <p>Candidates are expected to demonstrate knowledge and understanding of male patterns of crime They may refer to both official and unofficial sources including, Police recorded figures, CSEW, self-report surveys.</p> <p>They may consider sociological explanations such as:</p> <ul style="list-style-type: none"> <li>• Subcultural theories,</li> <li>• Feminism,</li> <li>• New Right;</li> </ul> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Importance of male subcultures, status frustration; Cohen</li> <li>• Focal concerns, masculinity and deviance; Miller</li> <li>• Role of primary and secondary agents of socialisation, boys raised to take more risk taking and aggressive behaviour; Parsons</li> <li>• Females experience more social control and less opportunity to commit crime, Sutherland</li> <li>• Lack of role models for boys in lone parent families; - street culture - more incidence of crime; New Right, Murray</li> <li>• Identity issues masculinity, masculinity crisis, toxic masculinity; Connell, Mac an Ghaill, Messerschmidt</li> <li>• Boys dominate public spaces, girls 'bedroom culture' boys' activities more visible to police; McRobbie</li> <li>• Girls in patriarchal societies are more controlled; Heidensohn, Lees</li> <li>• Chivalry in criminal justice system, leads to over-representation of males and under-representation of</li> </ul>



				<p>females; Pollak</p> <ul style="list-style-type: none"> <li>• Self-report studies suggest, female crime under-reported; Graham and Bowling</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question – sociological explanations of over representation of males in crime statistics.</p> <p><b>AO3: Analysis and evaluation</b> NOTE: some of the above mentioned material (listed in AO1) may be used to challenge other sociological explanations presented. Material should be credited either as AO1 or AO3, in the best interests of the candidate. Do not double-credit.</p> <p>Candidates will discuss weaknesses and strengths in the explanations of the over representation of males in crime statistics. They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Left and Right realism</li> <li>• Interactionism</li> <li>• Liberation theory/ feminism</li> </ul> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Reliability of statistics, particularly official statistics.</li> <li>• Apparent increase in female crime,</li> <li>• Empirical evidence from victimisation and self-report studies</li> <li>• Validity of the chivalry thesis.</li> <li>• Delinquency and drift- young men may engage in deviant behaviour, but not all the time; Matza</li> <li>• Liberation theory (Adler) also, increase in girl gangs</li> <li>• Consider whether the class and ethnicity of the males make it difficult to isolate gender as a variable.</li> <li>• Challenges to the ideological and methodological underpinnings of the theoretical explanations.</li> <li>• Other reasonable response</li> </ul>
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7	*	<p>In what ways are there gender differences in patterns of educational attainment?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b>  NOTE: Examples should be credited in the same way as sociological studies.</p> <p>Candidates may approach this question by focusing on actual patterns or on relevant concepts/ reasons for the gender differences.  Focus should be on attainment, not other issues such as hidden curriculum/ subject choice, unless applied back to attainment.</p> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• <b>Primary school</b>, boys lower literacy scores influenced by primary socialisation, school environment, gender identity; National Literacy Trust (2012)</li> <li>• <b>GCSEs</b> – from 1990, gender gap between boys and girls obtaining 5 + GCSEs widened - by 2013/14 girls outperformed boys in all subjects with the exception of mathematics (DfE).</li> <li>• Where subjects have been coursework dominated, girls tend to achieve higher (DfE)</li> <li>• 2018 new GCSEs in England less emphasis on coursework: girls on average continue to achieve higher than boys, but the gap is narrowing; JCQ 2018</li> <li>• Educational policy does not adequately address male underachievement, especially white boys from disadvantaged backgrounds, Sutton Trust, UCAS 2016</li> <li>• Crisis of masculinity affecting working class boys perception of the value of education; Mac an Ghaill</li> <li>• Feminisation of education, Genderquake; Wilkinson</li> <li>• Changing attitudes; Sharpe</li> <li>• <b>A level</b>: while average score points of females exceed males, more males achieve A* grades (DfE 2017)</li> <li>• <b>University</b>: In 1963 around a quarter of university places were filled by females, now 55% (ONS 2015)</li> </ul>
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				<ul style="list-style-type: none"> <li>Globally evidence of 'gender apartheid' in education; the UN, UNESCO; 'Gender apartheid' being ignored; Mayer</li> <li>Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - gender differences in patterns of educational <i>attainment</i>.</p>
8		<p>Assess the view that teacher labelling is the main cause of working-class pupils' underachievement in school.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b> Candidates' knowledge and understanding of labelling must relate specifically to <b>working-class</b> pupils' patterns of achievement.</p> <p>NOTE: Patterns of working class achievement - incidence of free school meals often taken as a robust indicator of disadvantage today; however sociological arguments continue to reference social class.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>Interactionism</li> <li>Neo-Marxism</li> </ul> <p>Relevant material supporting the view that teacher labelling is the main cause of working-class pupils' underachievement in school may include:</p> <ul style="list-style-type: none"> <li>Interactionist explanations - negative teacher labelling, 'ideal pupil' - middle class; Becker</li> <li>Negative stereotyping leading to self-fulfilling-prophecy can impact negatively on working class achievement; Rosenthal and Jacobson.</li> <li>Middle class pupils more likely to be positively labelled – 'halo effect'; Hargreaves</li> <li>Setting often based on teacher perceptions and interpretations, labelling according to class stereotype, rather than objective measures of ability; Hargreaves,</li> </ul>

					<p>Gillborn and Youdell</p> <ul style="list-style-type: none"> <li>• Effects of streaming and banding on a child's performance, incorporates notion - how we are labelled by others affects way we see ourselves; Hargreaves, Ball; Keddie</li> <li>• Teachers tend to judge pupils not only by ability but also social class; Dunne and Gazeley</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - view that teacher labelling is the main cause of working-class pupils' underachievement in school.</p> <p><b>AO3: Analysis and evaluation</b> Candidates will discuss weaknesses of/ challenges to the view that the view that teacher labelling is the main cause of working-class pupils' underachievement in school.</p> <p>They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>Relevant material challenging the view may include:</p> <ul style="list-style-type: none"> <li>• Studies on labelling are small-scale, issues of generalisation</li> <li>• Deterministic nature of Interactionist explanations of teacher labelling; self-refuting prophecy</li> <li>• Examples of success despite labelling; anti-school/pro-education</li> <li>• Anti-school subcultures - valuable in explaining working class underachievement; Wright, Mac an Ghaill; Willis</li> <li>• Marxists - role of school in suppressing achievement via hidden curriculum; Bowles and Gintis</li> <li>• Factors such as cultural and material deprivation may be more important; Sugarman, Bernstein, Douglas, Smith and</li> </ul>
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				<p>Noble; Murray</p> <ul style="list-style-type: none"> <li>• Parental support - key variable in explaining social class differences in attainment; Feinstein, JRF 2010, Douglas</li> <li>• Influence of economic, social and cultural capital; Bourdieu, Reay</li> <li>• Gender and ethnicity also relevant in understanding underachievement of working class pupils; Gilbourn</li> <li>• Other reasonable response.</li> </ul>
9		<p>Evaluate Functionalist explanations of the relationship between education and work</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>NOTE: due to the potential narrowness of the question, candidates may include New Right view in support of functionalist views. This material may be credited as AO1 or as AO3, whichever most benefits the candidate. Do not double-credit.</p> <p>There should be a clear understanding of and focus on Functionalist explanations of the relationship between education and work. This may be supported with examples of initiatives/ policies. Candidates may consider education in schools and/or further/higher education</p> <p>They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• New Right</li> </ul> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Functionalist view, schools successfully prepare young people for work; Durkheim, Parsons, Davis and Moore</li> <li>• Division of labour, specialisation; Durkheim</li> <li>• Bridge between school and work; Parsons</li> <li>• Link between secondary socialisation in schools, acquisition of knowledge, values and skills and needs of workplace, e.g. cultural values - achievement, competition, equality of opportunity, literacy and numeracy skills; Functionalists and New Right</li> <li>• Meritocratic ideals: individual achievement, equal opportunity; Parsons</li> </ul>

				<ul style="list-style-type: none"> <li>• Society in miniature, life in modern society individualistic, competitive; Parsons</li> <li>• Role allocation and sifting and sorting for future work roles; Davis and Moore</li> <li>• Transferable skills; Davis and Moore, Parsons</li> <li>• Role of formal and the hidden curriculum.</li> <li>• Vocationalism - New Right views echo functionalist ideas; Murray, Chubb and Moe</li> <li>• Educational policy 14-19 year olds since 1988, designed to prepare young people for the workplace, e.g. EBacc - includes skills transferable to workplace and work experience.</li> <li>• Introduction of BTEC exams specifically focussed on workplace</li> <li>• Enterprise initiatives taught through secondary education; New Right</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - Functionalist explanations of the relationship between education and work</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses in functionalist explanations.</p> <p>They may consider alternative theories such as:</p> <ul style="list-style-type: none"> <li>• New Right</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Radical views</li> </ul> <p>Relevant material challenging the functionalist view may</p>
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					<p>include:</p> <ul style="list-style-type: none"><li>• Critique of idea that role allocation is inherently successful; Bowles and Gintis</li><li>• Problematic nature of concepts such as 'meritocracy'; Gorard, Gerwitz</li><li>• Marxist critiques of functionalism e.g. correspondence principal, cultural capital, and inequality of opportunity; Bowles and Gintis , Bourdieu, Gillies</li><li>• Marxist critiques of policies designed to prepare young people for work; Finn, Crane</li><li>• Schools merely prepare working class boys for working class jobs; Willis</li><li>• Alternative view: de-schooling society; Illich</li><li>• Feminist critique - whether schools effectively prepare young girls for work; patriarchal messages in the curriculum; Francis, Archer</li><li>• The UK is 'over educating' young people, no clear correlation between extra qualifications and economic competitiveness; Wolf</li><li>• Other reasonable response.</li></ul>
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10		<p data-bbox="237 132 264 1455">*</p> <p data-bbox="286 132 1126 209">In what ways is the significance of religion different between societies?</p> <p data-bbox="499 244 954 276"><b>PLEASE REFER TO APPENDIX 1</b></p>	<p data-bbox="1218 132 1256 1455">10</p> <p data-bbox="1310 132 1818 164"><b>AO1: Knowledge and understanding</b></p> <p data-bbox="1310 164 2047 233">NOTE: Examples should be credited in the same way as sociological studies.</p> <p data-bbox="1310 268 1713 300">Relevant material may include:</p> <ul data-bbox="1310 304 2123 1453" style="list-style-type: none"> <li>• Global North becoming more religiously diverse; Centre for the Study of Global Christianity (CSGC), 2013</li> <li>• Global South - religious diversity decreasing e.g. experience growth in just one religion, typically Christianity or Islam; CSGC, 2013</li> <li>• Win/Gallup study 2015: worldwide 63% citizens say they are religious, 22% say they are not, 11% atheists</li> <li>• Resurgence of religion in China; World Religions Database (WRD) 2008, although just 7% of Chinese citizens said they were a religious person; Win/Gallup study 2015</li> <li>• Africa and Middle East, over 80% portray themselves as religious, compared to 71% from Eastern Europe and 71% Americans, 62% from Asia; Win/Gallup, 2015</li> <li>• Globally two thirds of people consider themselves to be religious; Leger</li> <li>• Collapse of Communism , growth of Republican politics in USA, led to increase in religious influence and power; Casanova</li> <li>• 'Deprivatisation' of religion, crosses national boundaries, particularly Islam and Christianity; Casanova</li> <li>• Globally 'affective religiousness', i.e. religious piety, more common in females than males, with exception of religions in the Middle East; Sullins</li> <li>• Among Jews and Muslims - men significantly more religious than women; Sullins</li> <li>• Western Europe - decline of power, influence and active participation in Christianity; Davie</li> <li>• UK increase in 'belief without belonging'; Davie</li> <li>• Canada, 75% do not attend church, 80% hold religious</li> </ul>
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					<p>beliefs; Bibby</p> <ul style="list-style-type: none"> <li>• Western Europe - increase in privatised religious forms, including spirituality of the New Age; Kendal Project</li> <li>• Islam among minority ethnic groups in the UK possibly response to revival of Islam globally; Kepel</li> <li>• Among young people: Britain, Sweden, Finland, Poland, Russia and USA - 'alternative ways of conceptualising belief' developing, they use 'belief' to refer to - identities, affiliations, opinions and convictions; Lynch.</li> <li>• NORC report 42 countries: belief highest amongst older people; NORC 2012</li> <li>• Western societies association of religious rituals with key moments in life course; Davie and Vincent</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question – ways significance of religion differs between societies</p>
11		*	<p>Assess feminist views of the role of religion in society.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b> Candidates' knowledge and understanding should relate specifically to the feminist views of the role of religion in society.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Liberal feminism</li> <li>• Marxist feminism</li> <li>• Radical feminism</li> </ul> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Religion serves needs of a particular group - in this case men, religions usually patriarchal institutions; radical feminists.</li> </ul>

					<ul style="list-style-type: none"> <li>• Religious beliefs function as patriarchal ideology, legitimising female subordination, oppression and exploitation. Christianity is a 'patriarchal myth'; Daly</li> <li>• Women deceived by religion into think everyone equal in the eyes of their god; Simone de Beauvoir</li> <li>• Marxist feminism: religion promotes false consciousness in a gendered form, religion serves to reinforce and justify patriarchal roles within the family; de Beauvoir</li> <li>• Radical feminists - concept of 'stained-glass ceiling' within patriarchal religious organisation - prevents ambitious from rising up religious hierarchy, e.g. Roman Catholicism women cannot become priests, although women often have a responsibility for religious nurture in the home ; Browne, Woodhead</li> <li>• Feminist views - nature of religious symbolism, teachings, rituals and practices is patriarchal.</li> <li>• Patriarchal dominance of men in positions of leadership in many religions prevents women from achieving equality and emphasises their marginalised position in society, however in early religions women were central characters, therefore change possible; Armstrong</li> <li>• Some argue practices carried out in the name of religion, such as female circumcision within Islamic countries rests on a particular interpretation of the Qur'an; therefore, it is the nature of society, i.e. patriarchy that lies at the root of the subordination and coincided with rise of monotheism; El Saadawi</li> <li>• Liberal feminist view, contradiction between classical teachings of religions about equality of individuals and reality of women's lives mirrored in religion, suggest change of interpretation is possible; Holm</li> <li>• Religion tool of oppression, in some religions, women not allowed to enter places of worship during pregnancy or</li> </ul>
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					<p>menstruation; Holm</p> <ul style="list-style-type: none"> <li>• Notion of a woman as sinful, temptress, in need of control scattered in religious texts.</li> <li>• Many religions legitimate and regulate women's traditional domestic and reproductive role i.e. the Catholic Church bans abortion and artificial contraception.</li> <li>• Liberal feminism, greater gender equality in society mirrored in reform of religious organisations e.g. introduction of women priests and bishops in Church of England.</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question – feminist explanations of the role of religion in society</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses in feminist explanations.</p> <p>They may consider alternative theories such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Weberianism</li> <li>• Post feminism</li> </ul> <p>Relevant material challenging feminist explanations may include:</p> <ul style="list-style-type: none"> <li>• Not all religions patriarchal, e.g. Liberal wing of the Church of England encourages ordination of women and legitimacy of homosexuality; Postfeminists.</li> <li>• Critique of Marxist and radical feminism, religion can help promote gender equality. 'Religious forms of feminism', ways women can use religion to gain freedom; Woodhead, Burchill</li> </ul>
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				<ul style="list-style-type: none"> <li>• The hijab may be interpreted as symbol of liberation, can enter public sphere without losing culture and history; Woodhead</li> <li>• Religious Society of Friends (Quakers) - Christian denomination with strong tradition of equality between men and women.</li> <li>• Similarly, Sikhism originated in the Punjab in sixteenth century, strong tradition of equality between men and women, although most religious leaders are men</li> <li>• Weberians and Liberation theologians focus on role of religion in bringing about change, therefore may criticise determinism of radical and Marxist feminists.</li> <li>• Ethnocentric view: The burka may be interpreted as liberating</li> <li>• Feminist views may be oversimplification of complex relationship; Davie and Walter, Watson</li> <li>• Deprivation theory goes against experience of some deprived groups and white working-class men have low rates of religiosity; Davie and Walter</li> <li>• Functionalists: role of religion to ensure social solidarity, strengthen bonds and prevent anomie, rather than oppression; Durkheim</li> <li>• Marxists: role of religion 'opium of the people' to suppress the masses, not specifically females: Marx</li> <li>• The intersection of class, age, ethnicity and gender.</li> <li>• Other reasonable response.</li> </ul>
12		<p>Evaluate the views of anti-secularisation theorists.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>		<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates will consider the view of the anti-secularisation theorists that the UK is not a secular in society.</p> <p>They may consider religious belief, religious practice, power and influence of religion in society.</p>

				<p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Anti-secularisation theorists</li> <li>• Postmodern views</li> <li>• Functionalism - religion still provides meaning; Parsons</li> </ul> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Over-emphasis on mainstream Christian religious groups - overlooks increased attendance in Baptist Churches, Pentecostal churches etc (Brierley).</li> <li>• Idea there was an 'age of faith' – illusion, partly created by focus on religious behaviour of elite groups in society; Hamilton</li> <li>• Modern international affairs cannot be comprehended without understanding of religion; Kepel</li> <li>• Global patterns - USA influence of New Christian Right; Roof and McKinne.</li> <li>• Religion as protest: Martin.</li> <li>• Latin America and liberation theology; against apartheid in South Africa.</li> <li>• Role of faith in Arab uprising.</li> <li>• UK - rise in faith schools; Conservative government policy</li> <li>• Religious Education remains legal requirement in UK schools</li> <li>• Decline in Church attendance on a Sunday may reflect change in religious practice rather than decline.</li> <li>• Difficult to measure covert aspects of religious practice such as prayer and meditation in the home; Jackson</li> <li>• Religion increasingly a private matter, difficult to measure; Hamilton</li> <li>• NRMs and NAM - spirituality more 'privatised', but belief still important: The Kendal Project, Woodhead and Heelas</li> <li>• Distrust in science leads people to look for spiritual guidance; Postmodern view.</li> <li>• 'Belief without belonging' applies to UK rather than</li> </ul>
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					<p>globally; Davie</p> <ul style="list-style-type: none"> <li>• Decline of established religion in developed world – not echoed globally. Davie</li> <li>• Berger - the world is 'furiously religious'.</li> <li>• Religion less important when people feel secure about their survival and well-being, this can change; Norris and Inglehart</li> <li>• Rate of decline in church membership and participation declined in last 15 years in UK, churches with a missionary zeal increasing; Brierley</li> <li>• World has more people with traditional religious beliefs than ever before; Norris and Inglehart</li> <li>• Many people in the USA continue to attend church and profess Christian faith.</li> <li>• Migrant groups bring religious practices to UK; e.g. Pentecostal groups, Islam - fastest growing religion in Britain; Christianity in its Global Context 1970-2020 report, 2013</li> <li>• Global social changes enhancing importance of religion for some young Muslims; Moore</li> <li>• Growth in NRMs, older sects such as Jehovah's Witnesses and Mormons, halting tide towards secularisation.</li> <li>• Scandinavian countries most engage with religion at a 'vicarious level' - rituals and practices performed by a minority on behalf of the majority are understood and approved of; Davie</li> <li>• Few people define themselves as atheists; Census 2011</li> <li>• When tragedies occur many attend traditional places of worship; Davie</li> <li>• European populations see such churches as public utilities maintained for the public good; Davie</li> <li>• Data on secularisation may not signify end to religion itself, but part of a dynamic cycle of secularisation, innovation and religious revival; Stark and Bainbridge</li> <li>• Kendal project: need for spirituality; Woodhead and Heelas</li> <li>• Religion a valid choice for some people in the twenty first century; postmodern view; Lyon</li> <li>• Other reasonable response</li> </ul>
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				<p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - views of anti-secularisation theorists</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss alternatives/weaknesses of the views of anti-secularisation theorists:</p> <p>They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Pro-secularisation theorists</li> </ul> <p>Relevant material may include:</p> <ul style="list-style-type: none"> <li>• Secularisation: 'the process whereby religious thinking, practices and institutions lose social significance'; Wilson</li> <li>• Changes in society due to rationalisation and societalisation, led to secularisation; religious institutions have lost significance; Wilson</li> <li>• Science as the Enlightenment that challenged faith; Comte - Science as the truth.</li> <li>• Secularisation occurred due to structural and social differentiation, individualism, societisation, schisms, pluralism and technology; Bruce</li> <li>• Notions of a 'privatised religion' and 'holistic milieu' (Heelas) challenged - shift from 'belief in God' to belief in a spirit or life force is evidence of secularization, influence of religion has declined; Bruce</li> <li>• People increasingly marking important life events outside religious institutions; Martin</li> <li>• Church becoming side-lined by secular leaders; Martin</li> <li>• Fundamentalism rooted in economic, political system, not religion; Armstrong</li> <li>• Pro-secularisation theorists suggest attendance in church on a Sunday is historically an important indicator of religious practice and this is declining; Brierley</li> <li>• Decrease in church attendance figures evidence of decline in mainstream Christianity.</li> </ul>
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				<ul style="list-style-type: none"> <li>• New churches are opening, but more closing, so net decline.</li> <li>• Decline in attendance at key religious ceremonies – baptisms, marriages, funerals; Sanderson, British Religion in Numbers</li> <li>• Church attendance socially approved of in USA, people may exaggerate their attendance; Hadaway</li> <li>• While US presidents declare adherence to the Christian faith, British Prime Ministers are more reluctant, spokesman for Tony Blair 'We don't do God' ; Brown</li> <li>• Growth in NRMs, older sects such as Jehovah's Witnesses and Mormons, does not compensate for the declining numbers from larger religious institutions; - evidence of secularisation; Wilson, Bruce</li> <li>• NSMs 'islands in a secular sea' (Berger), almost irrelevant to modern society; Wilson</li> <li>• Fundamentalism rooted in economic, political system, not religion; Armstrong</li> <li>• Decline in attendance greater amongst the young, suggesting - as congregations age and fewer young people join, they could die out altogether; Brierley</li> <li>• Development of secularisation can be uneven, but will occur; Bruce</li> <li>• Alternative view: religions remain powerful and influential in different places but patterns of decline in the UK are significant: Casanova</li> <li>• Other reasonable response.</li> </ul>
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**APPENDIX 1****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10*****AO1: Knowledge and understanding (6 marks)***

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
<b>4</b>	<b>6</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.  <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and substantiated.</p>
<b>3</b>	<b>4-5</b>	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow.  <i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i></p> <p>There is a line of reasoning presented with some structure. The response presented is in the most-part relevant and supported by some evidence.</p>
<b>2</b>	<b>2-3</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i></p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
<b>1</b>	<b>1</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point or a vague representation.</i></p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
<b>0</b>	<b>0</b>	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
<b>4</b>	<b>4</b>	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>2</b>	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal importance.
<b>0</b>	<b>0</b>	No relevant application.

**APPENDIX 2****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11****AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
<b>4</b>	<b>7-8</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.  <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated.</p>
<b>3</b>	<b>5-6</b>	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow.  <i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i></p> <p>There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence.</p>
<b>2</b>	<b>3-4</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i></p> <p>The information has some relevance and is presented with basic structure. The response is supported by basic evidence.</p>
<b>1</b>	<b>1-2</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point or a vague representation.</i></p> <p>The information is basic and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear.</p>
<b>0</b>	<b>0</b>	No relevant sociological knowledge or understanding.

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

## AO3: Analysis and Evaluation (4 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed evaluation points, or two developed points and one underdeveloped point.</i>
3	5-6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped. The candidate may reach a critical but brief conclusion. <i>There will typically be at least one developed evaluation point with others which are underdeveloped, or at least three underdeveloped points.</i>
2	3-4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i>
1	1-2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit evaluation is present. There is unlikely to be a conclusion. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one undeveloped point or an assertive tone.</i>
0	0	No relevant analysis or evaluation.

**APPENDIX 3****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12****AO1: Knowledge and understanding (16 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
<b>4</b>	<b>13-16</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p><i>There will typically be four well-developed knowledge points, or three well-developed points towards the bottom of the level.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated.</p>
<b>3</b>	<b>9-12</b>	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow.</p> <p><i>There will typically be three or four knowledge points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed knowledge point (depth).</i></p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
<b>2</b>	<b>5-8</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p><i>There will typically be three or more undeveloped/ unsubstantiated points or one-two underdeveloped points.</i></p> <p>The information has some relevance and is presented with a basic structure. The response is supported by basic evidence.</p>
<b>1</b>	<b>1-4</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p><i>There will typically be one or two undeveloped/ unsubstantiated points or a vague representation.</i></p> <p>The information is limited and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear.</p>
<b>0</b>	<b>0</b>	No relevant knowledge or understanding.

**AO2: Application (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
<b>4</b>	<b>7-8</b>	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
<b>3</b>	<b>5-6</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>3-4</b>	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
<b>1</b>	<b>1-2</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
<b>0</b>	<b>0</b>	No relevant sociological application.

**AO3: Analysis and Evaluation (16 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
<b>4</b>	<b>13-16</b>	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be four well-developed evaluation points, or three well-developed points towards the bottom of the level.</i>
<b>3</b>	<b>9-12</b>	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped <b>or</b> narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be three or four evaluation points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed evaluation point (depth).</i>
<b>2</b>	<b>5-8</b>	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be three or more undeveloped/ unsubstantiated points or one underdeveloped point.</i>
<b>1</b>	<b>1-4</b>	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one or two undeveloped/ unsubstantiated points or an assertive tone.</i>
<b>0</b>	<b>0</b>	No relevant sociological evaluation or analysis.

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**Sociology**

**H580/03: Debates in contemporary society**

Advanced GCE

**Mark Scheme for Autumn 2021**



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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Knowledge and Understanding: for example, studies or theories.
	Developed Point: fully explained in a relevant way
	Concept
	Underdeveloped: Partially explained, but requiring more depth
	Example
	Application
	Evaluation
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ support
	Unclear/confused/inaccurate
	Repetition
	Irrelevant - not focused on question set
	Juxtaposition of theories without direct evaluation

## 12. Subject Specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Question	Answer	Marks	Guidance
<p>1</p>	<p>*</p> <p>With reference to the Source(s) and your wider sociological knowledge explain the impact of developments in digital communication on social capital in employment.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 5 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The material presented is relevant and supported by evidence.  <i>There will typically be two developed points of knowledge.</i></p> <p><b>Level 3: 3–4 marks</b>  The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence.  <i>There will typically be one developed point of knowledge, or 2 less well-developed points.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The material has some relevance and is supported by limited evidence.  <i>There will typically be one underdeveloped point of knowledge, or two undeveloped points.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant</p>	<p>9</p>	<p><b>AO1: Knowledge and understanding</b></p> <p>This might include consideration of:</p> <ul style="list-style-type: none"> <li>• Social capital enables a person to exert power on the group or individual who mobilises resources, social capital resides in the individual as the result of his or her investment; Bourdieu</li> <li>• Previously people needed to rely on word of mouth, newspapers, job centres etc to discover job opportunities, today they can gain insight through work based social networking sites at the touch of a button. (As in Source A)</li> <li>• Access to work-based social networking sites. (As in Source A)</li> <li>• Virtual networks such as LinkedIn – access to employment opportunities, Monster.co.uk, Indeed.co.uk</li> <li>• Increased access to opportunities across the world (As in Source A)</li> <li>• Developments in social media enable C.V.s to be easily shared with people at a global level</li> <li>• Individuals can get support through new forms of digital communication, such as CV and interviewing tips, regardless of their geographical location.</li> <li>• Global networking provides more employability and hierarchical status opportunities, through relationships and/or connections with people and groups across the world.</li> <li>• Social mobility opportunities.</li> <li>• Work based global network provide opportunities to increase social capital (As in Source A)</li> <li>• Social media sites can be used as a marketing tool to signpost a product or a business.</li> <li>• Discussions arising from social networking experiences can affect decisions people make in life and in business; Cohn, 2012</li> <li>• Opportunities to launch businesses through social network sites. This has helped break down barriers to employment, for example for people with a disability or</li> </ul>

		<p>sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The material is basic and communicated in an unstructured way. <i>There will typically be one undeveloped point, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly and frequently applied material from at least one of the sources in a developed way. <i>There will typically be two developed references to the source material.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to apply source material. The candidate has occasionally applied material from at least one of the sources in a developed way, or frequently applied the source(s) in an underdeveloped way. <i>There will typically be one developed or two underdeveloped references to the source material.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to apply source material. The candidate has occasionally made use of material from the source(s) in an underdeveloped way. <i>There will typically be one underdeveloped or two undeveloped/ recycled/ implicit references to the source material.</i></p> <p><b>Level 1: 1 mark</b> The candidate shows a limited ability to apply source</p>		<p>caring responsibilities. (As in Source A, World Development Report: 2016)</p> <ul style="list-style-type: none"> <li>• Opportunities to access opportunities outside traditional old boys' network; Castells</li> <li>• Access to jobs offered on-line, Skype interviewing for jobs abroad.</li> <li>• Ease of access to information about companies in preparation for job applications/interviews.</li> <li>• Opportunities to access market information before launch of a new business.</li> <li>• Cyborg manifesto transcend gender thus gender inequality could be less of an issue for employment; Haraway</li> <li>• Negative employment opportunities; people trafficking; Hughes</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> <b>In this question AO2 is awarded for use of source/s.</b></p>
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		<p>material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.  <i>There will typically be one undeveloped/ recycled/ implicit reference to the source material.</i></p> <p><b>0 marks</b>          No relevant sociological application.</p>		
2		<p>With reference to the Source(s) and your wider sociological knowledge, evaluate the view that social media has a positive role in people's social lives</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>          The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The material presented is relevant and supported by evidence.  <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>          The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence.  <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>          The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and</p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Contemporary examples of social media should be rewarded the same AO1 marks as references to studies.</p> <p>Arguments that the development of social media has a positive role in people's lives, including:</p> <ul style="list-style-type: none"> <li>• Developments in digital forms of communication have helped increase access to people across the world. This is particularly evident in social media networking. (As in Source A).</li> <li>• Until recently most people interacted face-to-face or through landline telephones- this form of interaction was limited, global relationships difficult to develop and maintain (As in Source B)</li> <li>• Facebook began as a way of enabling Harvard University students to communicate and connect with each other, has broader appeal today - popular across the world</li> <li>• Social media networking changed nature of relationships such as friendship groups and helped families maintain contact across the world (As in source B)</li> <li>• More than half the UK population over age 18 use social media networks such as Facebook and Instagram to connect and communicate with others (As in Source B)</li> <li>• Human relationships are at the heart of social media's success; Cohn 2012</li> <li>• Social media, e.g. WhatsApp, allows relationships to flourish due to the ease of interactions; Cohn, 2012</li> </ul>



		<p>undeveloped. The material has some relevance and is supported by limited evidence.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The material is basic and communicated in an unstructured way.  <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b>  <b>Level 2: 2 marks</b>  The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly interpreted and applied material from at least one of the sources.  <i>There will typically be at least one partially developed reference to source material.</i></p> <p><b>Level 1: 1 mark</b>  The candidate shows a limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.  <i>There will typically be at least one undeveloped reference to source material.</i></p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed evaluation points. There may be a critical and reasoned conclusion.</p>		<ul style="list-style-type: none"> <li>Isolation is a serious cause of concern amongst elderly - by using digital forms of communication, they can stay in contact with friends and family – the NHS Live well website</li> <li>Provides a voice to the muted; Nakamara</li> <li>Campaigns to reach out and bring support to victims e.g. Everyday Sexism</li> <li>Psychological benefits against depression etc for those who do not have active social lives; Shaw and Gant</li> <li>Miller Tales from Facebook; Miller</li> <li>Virtual communities create online and then offline relationships/social lives; Carter</li> <li>Improving social lives of elderly through websites such as Finerday; Berry</li> <li>Other reasonable response.</li> </ul> <p><b>AO2: Application</b>  <b>In this question AO2 is awarded for use of source/s</b></p> <p><b>AO3: Analysis and evaluation</b>  Arguments against the view that social media has a positive role in people's social lives.</p> <ul style="list-style-type: none"> <li>Digital communication provides a new form of surveillance. Private companies can gather information on people's use of social media, their consumer habits, without their knowledge and consent, for example Facebook using cookies to send personalised advertising (as in Source B)</li> <li>Digital communication is a new form of social control (as in Source B, also Cornford and Robbins).</li> <li>Growth of cyberbullying, e.g. Ask FM, Hannah Smith suicide</li> <li>Issue with fake identities in chat rooms.</li> <li>Some groups are unable to access new forms of digital communication and social media. Issues of cost related marginalisation in Cuba.</li> <li>Data from individuals who use social media can be used against their will. In 2018 Facebook maintained up to 87</li> </ul>
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		<p><i>There will typically be two developed points challenging the view in the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped or narrow. The candidate may reach an explicit but brief conclusion. <i>There will typically be one developed point or two underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative. <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one undeveloped point challenging the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>		<p>million users' data was improperly shared with Cambridge Analytica, also Cornford and Robins</p> <ul style="list-style-type: none"> <li>• Individuals leave a digital footprint which is difficult to erase and can have negative implications in later life in terms of personal lives and employment; e.g. Paris Brown youth police crime commissioner had to step down due to previous politically incorrect tweets.</li> <li>• The relationships developed on social media may be more superficial.</li> <li>• Social media may be used illegitimately, for example grooming young people.</li> <li>• The Twitter effect: may lead to conflict in real life relationships or lack of development; Clayton, Turkle</li> <li>• Blurring of on-line and offline identities; postmodern view</li> <li>• Families may spend less time having face-to-face communication affecting relationships</li> <li>• Increased time on social media: less time exploring the natural world. Tales from Facebook; Miller</li> <li>• Our developing relationships with digital assistants such as Siri and Alexa are programmed to mimic human interactions – can become toxic.</li> <li>• Other reasonable response.</li> </ul>
3		<p>Evaluate the sociological view that the impact of advances in digital forms of communication on young people has been negative.</p> <p><b>AO1: Knowledge and understanding</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The material presented is supported by evidence.</p>	16	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider relevant material and arguments supporting the view that the impact of advances in digital forms of communication on young people has been negative including:</p> <ul style="list-style-type: none"> <li>• Globally children at increasing risk of exploitation through digital forms of communication: CEOP</li> <li>• Technology enabled development of modern-day slavery - young people at risk; the Centre for Social Justice 2013</li> </ul>

		<p><i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The material presented is supported by some evidence. <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The material presented is supported by limited evidence. <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding of sociological material. The material is basic and communicated in an unstructured way. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b></p>		<ul style="list-style-type: none"> <li>• When people assume children have access to smartphones or the internet they may be disadvantaged in education and peer interaction in all countries; Berry</li> <li>• The internet has assisted in the illegal trafficking of children; Arlaccki</li> <li>• Digital forms of communication have enabled the reproduction of children's exploitation across the world; Hughes</li> <li>• The internet has enabled the exploitation of children online, - grooming, child pornography; CEOP</li> <li>• Compared to older generations 'the millennium generation is losing its voice'; Ofcom 2014</li> <li>• Young more at risk than older generations from cyberbullying, sexual abuse on-line, idealised gender expectations; Garside, Barnardo's</li> <li>• Social media can lead to family members being, 'alone together'; Turkle</li> <li>• Internet may expose young people to inappropriate adult content e.g. sex, violence e.g. boys and gaming. Childhood is disappearing; Postman</li> <li>• Technology in bedrooms leads to 'toxic childhood'; Palmer</li> <li>• Compared with previous generations young people today face the issue of social media footprints – hard to remove mistakes; Case, Ellison.</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - view that the impact of advances in digital forms of communication on young people has been negative</p>
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		<p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question</p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.</p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed points or two developed points and one underdeveloped point challenging the view in the question.</i></p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped or narrow. The candidate may reach a critical but brief conclusion.</p>	<p><b>AO3: Analysis and evaluation</b> Arguments challenging the view that the impact of advances in digital forms of communication on young people has been negative:</p> <ul style="list-style-type: none"> <li>• Through social media, young people can send messages, share photographs, videos across the world at the press of a button; Boyle, Boellstorff</li> <li>• Children potentially better informed than previous generations, a large proportion of the young population have access to the internet.</li> <li>• More potential to increase social capital; Bourdieu, Boyle</li> <li>• Children today can learn skills relevant to the 21<sup>st</sup> century, such as employability skills on-line</li> <li>• Access to young people across the world may help with confidence in expressing identity; Nakamara, Carter</li> <li>• Increased ability to develop personal identities; Case</li> <li>• Postmodern view - more choice in writing their lives and choosing identity Bjorkland.</li> <li>• Children more informed about world events, political and social and are potentially more engaged than previous generations.</li> <li>• Improves access to shared interests and experiences e.g. social movements and on-line campaigns, the Girl Guides organisation introduced a Campaigning and Activism badge; Cochrane</li> <li>• Age can be transcended and thus reduce age discrimination; Haraway</li> <li>• The young are creating a digital divide where it is the elderly who are being left out.</li> <li>• Other reasonable response.</li> </ul>
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			<p><i>There will typically be two developed points or three underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points may be undeveloped or lacking in range. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative. <i>There will typically be one developed or two underdeveloped points challenging the view in the question. A range of undeveloped points may also be seen at this level.</i></p> <p><b>Level 1: 1–2 marks</b> The candidate demonstrates a limited ability to analyse and evaluate. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one or two undeveloped or vague points which could potentially challenge the view in the question.</i></p> <p><b>0 marks:</b> No relevant sociological evaluation or analysis.</p>		
4		*	<p>In what ways are victim surveys a useful measurement of crime?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b> Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Alternative way of measuring crime – surveying people about which crimes they have been victims of in a given period.</li> <li>• Insight into ‘dark figure of crime’ - crimes not reported to the police; balances information provided from police recorded crime statistics; Hough and Mayhew</li> <li>• CSEW largest victim study carried out on behalf of Home Office; face-to-face structured interviews; representative sample of adults and children, therefore can generalise data.</li> <li>• CSEW successful in developing measures to estimate extent of domestic violence</li> <li>• Unlike police statistics, victim surveys include questions on people’s attitudes to crime related topics e.g. anti-social behaviour.</li> </ul>

					<ul style="list-style-type: none"> <li>Confidentiality in the surveys is promised - people can talk without repercussions, therefore some more likely to admit to being a victim of crime than report incident to police.</li> <li>Islington Crime Surveys used unstructured interviews to collect qualitative data on victims' experiences of crime. Provided insights used in the development of Left Realist views on causes and possible solutions to crime; Lea and Young</li> <li>Islington and Merseyside Crime Surveys focused on the impact of crime on individual's lives especially vulnerable groups, gaining more valid insights; Kinsey, Jones et al</li> <li>Islington Survey found higher rate of female victimisation regarding sexual and domestic offences than police statistics; Young,</li> <li>Victim research informed radical feminist views on patriarchy; Dobash and Dobash</li> <li>Left Realist and Feminists use data from victim surveys which raised awareness of the impact of fear of crime on people's lives; Young</li> <li>The insights gained from victim surveys can be used to enhance understanding of patterns of crime published in police recorded statistics.</li> </ul> <p><b>A02: Application</b> The selected knowledge should be directly specific to the question: the ways victim surveys are a useful measurement of crime.</p>
5		*	<p>Assess the view that the main influence on female patterns of crime is traditional gender socialisation.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>A01: Knowledge and understanding</b></p> <p>Candidates may consider feminist and functionalist views on traditional gender socialisation and patterns of crime including:</p> <ul style="list-style-type: none"> <li>Some feminists focus on why all females do not commit crime – differential gender socialisation- girls more closely supervised in our patriarchal society less opportunities for crime and deviance; Smart</li> </ul>

					<ul style="list-style-type: none"> <li>• Females socialised to view crime as role-distorting; going against expected role of nurturer and carer. Women more to lose if deviant, liberty and reputation, 'double deviance'; Heidensohn</li> <li>• Women and girls during formative years of socialisation experience control in the home and in public, less opportunity to commit crime; Heidensohn, McRobbie</li> <li>• Functionalist view – sex role theory, boys and girls socialised differently; Sutherland</li> <li>• Gender role models lead to different behaviour; Parsons</li> <li>• Female offenders who conform to stereotypical views of femininity receive less harsh treatment', but those who do not comply with stereotypical views can receive harsher treatment result of traditional socialisation; Heidensohn, the <i>Journal of Criminal Justice</i>, 2015</li> <li>• Women who carry out crimes that are violent or against children receive very harsh punishments e.g. Myra Hindley; Maxine Carr</li> <li>• The criminal justice system's response toward women enforces stereotypical female sex roles that perpetuate patriarchy; Birch, Chesney-Lind, Lloyd</li> <li>• When a woman is a mother, the court will take this into account; Hedderman and Gunby, Ministry of Justice 2014</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - view that the main influence on female patterns of crime is traditional gender socialisation.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses of the view that the main influence on female patterns of crime is gender socialisation and may consider theories such as such as:</p> <ul style="list-style-type: none"> <li>• Feminist liberation theory</li> </ul>
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					<ul style="list-style-type: none"> <li>• Biological argument</li> <li>• Marxist view</li> <li>• Postmodern view</li> </ul> <p>Candidates will discuss weaknesses of view that the main influence on female patterns of crime is traditional gender socialisation including:</p> <ul style="list-style-type: none"> <li>• Influence of Feminism – liberation thesis and rise of the new female criminal; Adler</li> <li>• Increase and more acceptance for the 'ladette'; Jackson; Denscombe - unfortunately not supported by statistics</li> <li>• 'Class deal' and 'gender deal' - cost benefit analysis can be applied to women who do commit crime, they have less to lose, e.g. brought up in care system, level of education; Carlen</li> <li>• Women are compelled by their physiology to commit certain crimes; Pollak</li> <li>• Women get away with offending – there is a biological link between menstruation and women's concealment of crime; Pollak</li> <li>• Women manipulate men to commit crime for them; Pollak</li> <li>• Some research supports biological argument - PMS accepted as reason for violent crime in a significant number of cases; Moir and Jessel</li> <li>• Most women are genetically less inclined towards criminality; Lombroso</li> <li>• Women possess personality traits making them less inclined than men to engage in criminality; Thomas</li> <li>• Self-report studies reveal a dark figure of female crime; Graham and Bowling, Youth Lifestyle Survey</li> <li>• Chivalry thesis: patterns of crime related to lenience by police/ courts rather than female behaviour/ socialisation.</li> </ul>
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					<ul style="list-style-type: none"> <li>• Link between social class and prevalence and treatment of female offenders. Middle class white women receive less harsh treatment than women of other social classes and ethnicities; Klein, James and Thornton</li> <li>• Women are not treated more leniently than men for similar offences; Farrington and Morris</li> <li>• Other reasonable response.</li> </ul>
6		*	<p>Evaluate the view that there is racism and discrimination within the criminal justice system.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>The debate revolves around those who highlight racism within the criminal justice system, those who argue certain ethnic groups are actually more criminal and those who maintain the views are not mutually exclusive.</p> <p>Candidates may draw upon different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Interactionism</li> <li>• Marxism</li> <li>• Left wing views</li> </ul> <p>Candidates are expected to consider sociologists who maintain there is racism and discrimination in the criminal justice system:</p> <ul style="list-style-type: none"> <li>• Interactionist view and negative labelling of black males, 'colour-coding'; Anderson</li> <li>• The Scarman Report (1982), social and economic disadvantages faced by members of minority ethnic groups could create disposition towards violent protest, but also discovered racist police officers, 'bad apples', recommended Racial Awareness Training Programmes</li> <li>• Institutional racism within the social processes and practises of the criminal justice system, courts, police etc</li> <li>• McPherson Report (1999) discovered institutional racism in the Metropolitan Police force</li> <li>• The police force remains institutionally racist; Hall</li> </ul>

					<ul style="list-style-type: none"> <li>• Despite McPherson Report, ethnic minority neighbourhoods remained over policed with military style methods; Phillips and Bowling</li> <li>• Evidence of institutional racism: 'canteen culture' – normalisation of racist attitudes; Smith and Grey, Holdaway</li> <li>• 'Racialisation' of policing and 'framing' of people and events, leading to police officers inadvertently acting in a racist manner; Holdaway</li> <li>• Inappropriate use of police discretion, led to over and under policing of some offenders and victims; Chan, Bhilox</li> <li>• 'Differential deployment; of police to areas where targeted reside; 'methodological suspicion' of some members of society can lead to sense of injustice and conflict'; Bhilox</li> <li>• Police as occupying force imposing law reflecting ruling class interests, black criminality occurs as a response to racism; Scraton</li> <li>• Secret policeman documentary, 2003</li> <li>• Some argue 2011 riots triggered by police shooting of Mark Duggan</li> <li>• Criminal justice system and the courts – race affects sentencing; Hood</li> <li>• Higher percentage of those from minority ethnic groups sentenced to immediate custody than whites, black people longer sentences; Hood using court data 2010</li> <li>• Increase in prison population of Black and Asian offenders disproportional to white offender, 1193-2003; Hood</li> <li>• Lord Denham Report</li> <li>• Criminal justice processes are inherently racist and leads to defiant attitude amongst some black males; Glynn</li> <li>• Other reasonable response.</li> </ul>
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				<p><b>A02: Application</b> The selected knowledge should be directly specific to the question - view that there is racism and discrimination in the criminal justice system.</p> <p><b>A03: Analysis and evaluation</b> Candidates are expected to discuss opposing views and may consider theories such as</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Left wing views,</li> <li>• Marxism</li> </ul> <p>Arguments and evidence against the view there is racism and discrimination in the criminal justice system including:</p> <ul style="list-style-type: none"> <li>• Police recorded statistics and victim surveys in London suggest members of minority ethnic groups more likely to be perpetrators and victims; 2010 statistics</li> <li>• Higher levels of police stopping and searching young black and Asian males not necessarily evidence of racism but 'the available population', Waddington</li> <li>• Culture of conspicuous consumption and the 'paradox of inclusion', can lead to high levels of criminality and violence; Nightingale, Bourgois</li> <li>• Home Office Select Committee 2007 - range of factors contributed to high levels of criminality amongst black youth including poverty, educational underachievement, family structure, lack of positive role models.</li> <li>• Marginalisation of minority ethnic young men led to increase in violent youth gangs in Britain; Pitts</li> <li>• Subcultural explanation - 'road culture' and 'badness' lead some black young men to crime; Gunter</li> </ul>
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					<ul style="list-style-type: none"> <li>• <b>Combination of two approaches (this could be used for AO1 or AO3):</b> racism creates resistance and criminality: Left Realism: Lea and Young</li> <li>• Moral panics surrounding black crime; mugging, knife crime; Lea and Young, drawing on Hall's ideas</li> <li>• Both police practices and the media create the myth of black criminality, Gilroy</li> <li>• Black criminality is real, not just a result of racism in the criminal justice system and needs to be understood; Lea and Hall.</li> <li>• Role of wider culture and the media; Palmer</li> <li>• Climate of Islamophobia led to increase in Asian crime rates, both from members of society and police stereotypes, courts give harsher punishments where radicalisation suspected; Bowling, Parmer and Phillips.</li> <li>• Other reasonable response</li> </ul>
7		*	<p>In what ways does teacher labelling influence the educational achievement of children from different social classes?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Labelling – a process that occur in school, favoured by interactionists; Becker</li> <li>• Labelling linked to teacher expectations and can lead to self-fulfilling-prophecy; Hargreaves, Rosenthal and Jacobson</li> <li>• Labelling influences a child's 'self-concept' – how we are labelled affects how we see ourselves; Mead</li> <li>• Teacher labelling involves speculation, working hypothesis, elaboration, stabilisation; Hargreaves</li> <li>• Setting and streaming involves labelling based on stereotypes to detriment of working class pupil e.g. entered for foundation level exams; Gillborn and Youdell</li> <li>• Teachers label on the basis of negative predictions about working class pupils; Dunne and Gazely</li> </ul>

					<ul style="list-style-type: none"> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - ways teacher labelling influences educational achievement of children from different social classes.</p>
8			<p>Assess the impact of policies designed to benefit girls in education.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider a range of policies from 1988 onwards. Any contemporary educational policy will be rewarded where relevant and should be credited in the same way as studies.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Social Democratic</li> <li>• Feminism</li> <li>• Right Wing views</li> </ul> <p>Arguments that the impact of policies designed to benefit girls in education has been positive:</p> <ul style="list-style-type: none"> <li>• GIST (Girls into Science and Technology) has encouraged more girls to study male dominated subjects; Smail</li> <li>• WISE (Women into Science and Engineering) with aim to provide non-sexist curriculum materials and advice and for role models to visit schools. More females than males are now accepted to study medicine, dentistry and veterinary science at university than males Female students dominated many subject areas, in particular Subjects allied to medicine, Veterinary science and Education - representing 80%, 77% and 74% of students on those courses; ONS 2016-17</li> </ul>

					<ul style="list-style-type: none"> <li>• The Equality Act 2010 helped ensure inequalities on the basis of gender in education may be tackle. Gender Equality Duty - within 2010 Equality Act, Schools should not discriminate in terms of clothing, texts and materials - cultural benefit for girls wearing the hijab and images in text books have become less stereotypical.</li> <li>• 1963 - around a quarter of university places were filled by females, now 55% (ONS 2015)</li> <li>• United Nations' Millennium Development Goals to 'eliminate gender disparity' in schools 'no later than 2015', the dialogue itself is a positive step.</li> <li>• Single sex classes in subjects such as science and maths initiatives</li> <li>• Images in text books less stereotypical.</li> <li>• The National Curriculum – science and maths became core subjects that girls were obliged to study. DfE (2013/14) GCSE data reveals girls achieved higher in science subjects than boys and marginally lower in maths</li> <li>• Introduction of GCSE's, 1988 placed greater emphasis on coursework, benefiting girls more than boys, who were organised and met deadlines.</li> <li>• The recent decision to place less emphasis on coursework and more on exams at GCSE and A level has not had a negative effect on the achievement of girls; ONS 2016-17</li> <li>• 2018 new GCSEs: girls on average continue to achieve higher than boys, but the gap is narrowing.</li> <li>• Gender and Equality policy 2017 - framework providing practical advice on how to implement the gender equality duty in schools including: challenging gender stereotypes in subject choice and careers advice.</li> <li>• Other reasonable response.</li> </ul>
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				<p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - the impact of policies designed to benefit girls in education.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss opposing approaches/evidence such as:</p> <ul style="list-style-type: none"> <li>• Official data</li> <li>• Feminism</li> </ul> <p>Arguments/ data suggesting that the impact of policies designed to benefit girls in education has not been positive:</p> <ul style="list-style-type: none"> <li>• Despite initiatives, fewer girls study STEM subjects at A level and university; feminist view.</li> <li>• ONS 2016-17 males dominate the science subjects at university.</li> <li>• Institute for Fiscal Studies, girls lack confidence in continuing with science education despite good GCSE grades, 2018</li> <li>• Study of children's science books pictured males three times more often than females, reinforcing stereotype that science is a man's pursuit. Under-representation of females worsened as the target age of book increased. Women were generally depicted as passive, lower status and unskilled – or their presence was not acknowledged at all; Wilbraham, Caldwell, 2018</li> <li>• 2018 new GCSEs: in individual subjects, boys in England had more significant improvements than girls. In chemistry the proportion gaining a 7 or above went up from 38.7% in 2017 to 42.3% while the proportion of girls went down from 45.7% in 2017 to 43.9%. Similar movements were seen in physics, biology and history; JCQ 2018</li> </ul>
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					<ul style="list-style-type: none"> <li>• Despite one of United Nations' Millennium Development Goals to 'eliminate gender disparity' in schools 'no later than 2015, Globally there remains evidence of 'gender apartheid' in education; the UN, UNESCO; 'Gender apartheid' being ignored; Mayer</li> <li>• Policy initiatives based on concerns about boys' underachievement ignored underachievement of underperforming girls, especially girls from disadvantaged backgrounds; feminist view</li> <li>• Government literacy and numeracy hour initiatives - focussed on providing boys with new and interesting opportunities.</li> <li>• UCAS (2015) a third of universities running outreach activities targeted males, avoiding focus on girls with low expectations, especially working class girls.</li> <li>• Traditional male subjects such as physics, maths computer science and engineering continue to be dominated by males (UCAS 2015)</li> <li>• Many subjects continue to show gender stereotypical biases - girls more likely to take arts, languages and humanities, boys more likely to take Geography, Physical Education and IT; Department for Education and Skills; 2007</li> <li>• Other reasonable response.</li> </ul>
9			<p>Evaluate the view that cultural factors are the main influence on the educational achievement of different ethnic groups.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>There should be a clear understanding of patterns of achievement amongst different ethnic groups; DfES statistics</p> <p>They may consider the educational achievement of children from both minority and the majority ethnic groups</p> <p>Candidates may consider different theoretical approaches such as:</p>



					<p>Functionalism.</p> <p>Cultural deprivation theories</p> <p>Cultural capital theories</p> <p>Candidates are expected to support the view that cultural factors are the main influence on the educational achievement of different ethnic groups.</p> <ul style="list-style-type: none"> <li>• Cultural deprivation - primary socialisation, home background, parental support; Douglas, Feinstein, Gaine and George, Sewell</li> <li>• Immediate and deferred gratification; white working-class families often least aspirational, most likely to underachieve; Strand, Sutton Trust</li> <li>• Parental aspirations of different ethnic groups more important than social class; e.g. Chinese parents often aspirational, Chinese children are the highest achieving group in Britain; Archer and Francis.</li> <li>• Family cultural capital - Indian and African Asian groups; Modood, Bourdieu</li> <li>• Language, restricted and elaborated codes; Bernstein</li> <li>• Language issues for recent immigrants.</li> <li>• Street culture and masculinity - black Caribbean boys; Sewell</li> <li>• White British working class and Black Caribbean working class boys least likely to see education as a way out of poverty; Strand</li> <li>• Other reasonable response.</li> </ul> <p><b>A02: Application</b></p> <p>The selected knowledge should be directly related to the specific question - view that cultural factors are the main influence on the educational achievement of different ethnic groups</p>
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					<p><b>AO3: Analysis and evaluation</b></p> <p>Candidates are expected to discuss opposing approaches such as:</p> <ul style="list-style-type: none"> <li>• Interactionism</li> <li>• New Right</li> <li>• Marxism</li> </ul> <p>Candidates are expected to support the view that cultural factors are not the main influence on the educational achievement of different ethnic groups, including:</p> <ul style="list-style-type: none"> <li>• Importance of processes within schools such as labelling based on stereotypes: Becker</li> <li>• Labelling, institutional racism in school more influential on achievement; Wright, Connolly, Mac an Ghaill, Gillborn and Youdell</li> <li>• Teacher 'racialised expectations' of black pupils: Gillborn and Youdell</li> <li>• Teachers differing expectations and labelling lead to self-fulfilling-prophecy; Becker, Rosenthal and Jacobson</li> <li>• Middle class black parents with high expectations for their children are challenged by the teachers' low expectations; Vincent</li> <li>• Educational triage; Gillborn and Youdell</li> <li>• The school curriculum is ethnocentric; Swann, the Runnymede Trust 2015</li> <li>• Ebacc benchmark discriminatory for traveller and Gypsy/Roma and black Caribbean students; Gillborn</li> <li>• Teachers low expectations of black girls; Mirza</li> <li>• The role of pupil subcultures in school; Mac an Ghaill</li> <li>• The education system is failing black children, low expectations; Davidson and Alexis</li> <li>• Material factors significant impact on educational achievement of minority ethnic pupils, particularly Pakistani, Bangladeshi and Black African pupils; Platt</li> <li>• Bourdieu's concept 'cultural capital'- difficult to measure.</li> </ul>
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					<ul style="list-style-type: none"> <li>Children from most minorities where English is a second language do not appear to be disadvantaged in the long run; Dustmann</li> <li>Other reasonable response.</li> </ul>
10		*	<p>In what ways can the concept religious belief have different meanings?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>Definitions of religious belief 'normative' where there is an assumed consensus of what constitutes religious belief. - adopted by functionalist sociologists such as Durkheim.</li> <li>The Census results – use a normative definition as indication of religious beliefs in contemporary society.</li> <li>The interactionists view the concept of religious belief as 'socially constructed' and point out that meanings can change over time, between societies and within societies.</li> <li>For example, as a result of cultural diversity in societies such as the UK, what constitutes religious belief may vary between mainstream culture and different subcultural groups in society</li> <li>To address the issue, sociologists try to distinguish between religious belief and religious faith</li> <li>Religious belief- type of belief characteristic of the views held by a religious person. Issue - a Christian might focus on God, a Buddhist- might focus on rebirth. The variations suggest religious beliefs relative to the particular religions being investigated and defined by them.</li> <li>Religious people's beliefs about life and the world characterised by an intensity that that makes the belief religious.</li> <li>Postmodernists even claim that when a person has intense feelings and views about their football team – it is like a religion</li> </ul>

				<ul style="list-style-type: none"> <li>Tillich - philosopher and Christian theologian linked religious beliefs to an individual's 'ultimate concerns'; a definition that is often associated with concerns about e.g. life and death. The concerns will vary according to an individual's cultural background.</li> <li>Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - ways the concept religious belief has different meanings.</p>
11		<p>Assess the view that patterns of religiosity amongst minority ethnic communities reflect strong religious beliefs.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>There should be a clear understanding of patterns of religiosity and the concept 'religiosity' – religious activity, commitment and belief.</p> <p>They may consider the view that patterns of religiosity amongst minority ethnic communities reflect strong religious beliefs and consider:</p> <ul style="list-style-type: none"> <li>The Policy Studies Institute Survey, 1997: 43% of white Christians stated religion was very important to them compared to 81% of African Caribbean Protestants. 38% of white Christians attended weekly worship compared to 43% of Hindus and 57% of African Caribbean Protestants.</li> <li>With exception of people from Chinese background, lower percentage of those from minority ethnic groups stated they had no religion than white population, also minority groups religiosity corresponded to their country of origin; 2011 National Census data</li> <li>Most minority ethnic groups showed higher levels of religiosity than white British majority - in response to the question 'How important is religion to how you live your life?'; Modood 1997, similar findings in ONS report 2011</li> </ul>

				<ul style="list-style-type: none"> <li>• Pentecostal churches popular among African Caribbean population, frequently fundamentalist: accessible presentation of teachings, worship is lively and emotionally engaging, emphasis on religious experience as well as religious teachings, a sense of hope is conveyed; Pryce, Brierly</li> <li>• Growth of Pentecostalism in UK - 'religion of the oppressed' Weberian view; Pryce</li> <li>• Pakistani and Bangladeshi Muslims in UK more likely to see Muslim as their primary identity, as opposed to their nationality Pakistani, Bangladeshi, British, Asian; provided them with stability, security and certainties when they faced much uncertainty in other aspects of their lives; Jacobson</li> <li>• Religious identity - increasingly important in a multi-cultural and multi-faith society; Johal</li> <li>• Young Muslims in UK - greater knowledge of their religion than their parents; Modood.</li> <li>• Minority ethnic religions - increase religiosity and observance in response to a hostile environment e.g. adoption of fundamentalist beliefs; Chryssides (renewed vigour), Kepel</li> <li>• Areas with high levels of Polish immigration - increase in the congregations in their Roman Catholic churches.</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question – view that patterns of religiosity amongst minority ethnic communities reflect strong religious beliefs.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses of the view/alternative approaches such as:</p>
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					<ul style="list-style-type: none"> <li>• Statistical data such as Census, 2011 on which the ideas are based has limitations, e.g. the census question on religion did not address the issue of the extent to which people practice their religion.</li> <li>• Religiosity seen as very important in some minority ethnic groups and lack of religious faith is viewed as deviant - this might lead some individuals to disguise levels of atheism or agnosticism.</li> <li>• Bruce's explanations – cultural transition and cultural defence – do not suggest high levels of religious belief, but other social factors. Davie, Bird</li> <li>• Cultural transition - leads to higher levels of religiosity to assist process of immigration and adapt to new culture. Religious communities provide support during transition, building temples, mosques, etc. Higher levels of religiosity help maintain tradition, group cohesion, community solidarity, and identity. Once a group has settled into a new culture, commitment to religion will gradually weaken; Bruce, Davie, Bird</li> <li>• Black liberation theology helps immigrants assimilate into a different culture; Beckford</li> <li>• Cultural defence - religion used as defence from hostility of majority population - building a safe community away from racism. African Caribbean immigrants favour Pentecostal Churches; Bruce; Bird</li> <li>• Second/third generation Muslims may turn to religion as a result of Islamophobia</li> <li>• Children may be socialised into religious traditions of their parents, but not hold strong religious feelings and belief themselves; Bird</li> <li>• Younger members of minority ethnic groups less likely to return a positive answer about the importance of religion in their lives; Modood</li> <li>• Declining religiosity among some Asian men - younger Sikhs were less likely to wear a turban than their fathers; Modood</li> </ul>
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					<ul style="list-style-type: none"> <li>• Wallis and Bruce predict minority ethnic groups will accommodate themselves to the cultural environment of the host community and will secularise over time, mirroring secularisation of society generally</li> <li>• Some members of minority groups/individuals may abandon their beliefs to fit into a hostile environment – apostasy; Chryssides</li> <li>• Social deprivation theory – poverty marginalisation and status frustration, may account for higher levels of religiosity, rather than religious belief.</li> <li>• Marx religion as ‘opium of the people’ might explain higher levels of religiosity, response reality of poverty and racism.</li> <li>• Other reasonable response.</li> </ul>
12			<p>Evaluate functionalist explanations of the role of religion in society.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates will consider functionalist explanations of the role of religion in society.</p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Functionalists view religion in terms of its contribution to social stability and value consensus; Durkheim, Parsons, Malinowski.</li> <li>• Role of religion and rites of passage; Durkheim, Malinowski</li> <li>• Religion teaches a distinction between the sacred and profane; Durkheim</li> <li>• The significance of religious rituals representing society’s norms and values; Durkheim, Malinowski, Parsons</li> <li>• Early Functionalists functions of religion in modern society seen in - values taught in socialisation, social integration, solidarity, collective conscience; Durkheim.</li> <li>• Religion helps prevent anomie in modern industrial society, through religious and civil ceremonies; Durkheim.</li> </ul>

				<ul style="list-style-type: none"> <li>• Religious teachings contain social norms that guide behaviour; Parsons</li> <li>• Contemporary example of 'civil religion', sacred qualities attached to aspects of society, e.g. in USA - 'In God we trust', 'God bless America'; Bellah</li> <li>• Functionalists- religion helps people come to terms with life-changing events, e.g. religious rites of passage, help minimise social disruption; Malinowski, Parsons.</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - functionalist explanations of the role of religion in society.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to analyse and discuss the weaknesses of /alternatives to functionalist explanations such as:</p> <ul style="list-style-type: none"> <li>• Feminism</li> <li>• Liberation theory</li> <li>• Marxism</li> <li>• Weberianism</li> <li>• Postmodern views</li> </ul> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• The functionalist view of role of religion as agent of socialisation difficult to apply to societies becoming more secular; postmodern view</li> <li>• Lack of empirical evidence to support Durkheim's views on totemism and behaviour of aboriginal tribes.</li> <li>• Malinowski over generalises from experience of specific religious culture.</li> <li>• Religion can play dysfunctional role in society criticism of Parsons; feminism</li> <li>• Functionalists over emphasise one religion in society, ignores diversity and multi-faith societies.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Over-emphasis on religion as collective, rather than individual act.</li> <li>• Liberation theory: evidence of religious movements - helped bring about radical change, rather than mediate the norm; Latin America; Otto Maduro</li> <li>• Marxist view - Functionalists ignore revolutionary potential in religion; O'Toole, Gramsci, Maduro.</li> <li>• Religion not functional as it hides proletariat exploitation, 'opium of the people'; Marx, 1844</li> <li>• Religion part of ideological state apparatus, reinforces ruling-class ideas, Lenin, Marx, Althusser</li> <li>• Marxists - religion as an oppressive form of social control; Halevy, Leach, Hook.</li> <li>• Religion legitimises social inequality: 'All things Bright and Beautiful' hymn.</li> <li>• Weberian view- unlike functionalism sees - role of religion as a force for change, such as the role of Protestantism in the industrial revolution.</li> <li>• Postmodern view: rather than buying into grand narratives/ their views of the role of religion, religion offers people choices to shop around. Spiritual shopping</li> </ul> <p>Other reasonable response</p>
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## APPENDIX 1

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

**AO1: Knowledge and understanding (6 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
<b>4</b>	<b>6</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p><i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
<b>3</b>	<b>4-5</b>	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped or narrow.</p> <p><i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i></p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
<b>2</b>	<b>2-3</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p><i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i></p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
<b>1</b>	<b>1</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p><i>There will typically be one undeveloped point or a vague representation.</i></p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear</p>
<b>0</b>	<b>0</b>	No relevant sociological knowledge or understanding.

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is of marginal relevance.
0	0	No relevant application.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
<b>4</b>	<b>7-8</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.  <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and substantiated.</p>
<b>3</b>	<b>5-6</b>	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped or narrow.  <i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i></p> <p>There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence.</p>
<b>2</b>	<b>3-4</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i></p> <p>The information has some relevance and is presented with basic structure. The response is supported by basic evidence.</p>
<b>1</b>	<b>1-2</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point or a vague representation.</i></p> <p>The information is basic and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear.</p>
<b>0</b>	<b>0</b>	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

**AO3: Analysis and Evaluation (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed evaluation points, or two developed points and one underdeveloped point.</i>
3	5-6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped or narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be at least one developed evaluation point with others which are underdeveloped, or at least three underdeveloped points.</i>
2	3-4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i>
1	1-2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit evaluation is present. There is unlikely to be a conclusion. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one undeveloped point or an assertive tone.</i>
0	0	No relevant analysis or evaluation.

**GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12**

*AO1: Knowledge and understanding (16 marks)*

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
<b>4</b>	<b>13-16</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p><i>There will typically be four well-developed knowledge points, or three well-developed points towards the bottom of the level.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and substantiated.</p>
<b>3</b>	<b>9-12</b>	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped or narrow.</p> <p><i>There will typically be three or four knowledge points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed knowledge point (depth).</i></p> <p>There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence.</p>
<b>2</b>	<b>5-8</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p><i>There will typically be three or more undeveloped/ unsubstantiated points or one-two underdeveloped points.</i></p> <p>The information has some relevance and is presented with basic structure. The information is supported by basic evidence.</p>
<b>1</b>	<b>1-4</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p><i>There will typically be one or two undeveloped/ unsubstantiated points or a vague representation.</i></p> <p>The information is basic and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear.</p>
<b>0</b>	<b>0</b>	No relevant knowledge or understanding.

## AO2: Application (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7-8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5-6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3-4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1-2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant sociological application.

## AO3: Analysis and Evaluation (16 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	13-16	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be four well-developed evaluation points, or three well-developed points towards the bottom of the level.</i>
3	9-12	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped or narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be three or four evaluation points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed evaluation point (depth).</i>
2	5-8	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be three or more undeveloped/ unsubstantiated points or one-two underdeveloped points.</i>
1	1-4	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit evaluation may be present, or the response may be only assertive. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one or two undeveloped/ unsubstantiated points or an assertive tone.</i>
0	0	No relevant sociological evaluation or analysis.

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**GCE**

**Sociology**

**H580/03: Debates in contemporary society**

A Level

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM Assessor

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:













- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Knowledge and Understanding point
	Developed Point: fully explained in a relevant way, including sociological evidence
	Underdeveloped: Partially explained, with some evidence, but requiring more depth
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ substantiation
	Anecdotal/ common sense/ asociological point
	Application/interpretation. On questions 1 and 2: clear reference to source. On other questions: explicit application to the question (optional)
	Critical Evaluation point
	Unclear/ confused/ lacks sense/ inaccurate
	Repetition
	Irrelevant material/ not clearly focused on question set
	Juxtaposition of alternative theories/ ideas without direct/ explicit evaluation
	Limited/ generalised: knowledge related to the general topic area and not the specific question

**Subject Specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.



Question	Answer	Marks	Guidance
1	<p>With reference to Source A and your wider sociological knowledge explain how the development of social media has created opportunities that empower young people.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 5 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The material presented is relevant and supported by evidence.  <i>There will typically be two developed points of knowledge.</i></p> <p><b>Level 3: 3–4 marks</b>  The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence.  <i>There will typically be one developed point of knowledge, or 2 underdeveloped points.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The material has some relevance and is supported by limited evidence.  <i>There will typically be one underdeveloped point of knowledge, or two or more undeveloped points.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant</p>	9	<p><b>AO1: Knowledge and understanding</b>  This might include consideration of:</p> <ul style="list-style-type: none"> <li>• Social capital – useful social contacts and networks which can be used to increase an individual's economic or educational capital; Bourdieu, 1992</li> <li>• Postmodernism create and choose one's identity: Bjorkland Facebook autobiography</li> <li>• Access informal channels of education: Miller et al UCL research 2016</li> <li>• Social media provides an opportunity to socialise, not just a means of communication; Miller et al UCL research 2016</li> <li>• Access to millions of young people for activism e.g. climate change concerns; Lopes 2014, Greta Thunberg</li> <li>• 90% of teenagers in Europe are active users of Facebook and that the majority have access to smart phones; Miller et al UCL research 2016</li> <li>• Social networks can create broader social connections. Marche</li> <li>• Social media enables social relationships to be maintained in spite of individualisation and a hectic everyday life; Rasmussen, 2014</li> <li>• Facebook, Twitter, may give a voice to individuals that otherwise would not be heard; Shirky, 2011</li> <li>• Social media, such as WhatsApp, liberalising e.g. young women in Muslim southeast Turkish site; it has created possibilities for cross-gender contact and the fulfilment of romantic aspirations; Miller et al UCL research 2016</li> <li>• New sources of information for young people that cannot be easily controlled by authoritarian regimes; Tufekci and Wilson 2012</li> </ul>

		<p>sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The material is basic and communicated in an unstructured way. <i>There will typically be one undeveloped point, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to apply relevant source material and wider sociological knowledge to the question. The candidate has explicitly and frequently applied relevant material from at least one of the sources. <i>There will typically be two relevant applications of the source material. Material will be fully focused on the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to apply source material and wider sociological knowledge to the question. The candidate has occasionally applied relevant material from at least one of the sources, or frequently applied the source(s) in a less focused way. <i>There will typically be at least one relevant reference to the source material. The material's relevance to the question may be more implicit in places.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to apply source material and wider sociological knowledge to the question. The candidate has occasionally made use of material from the source(s) in an implicit way or merely recycled source material. <i>There will typically be at least one recycled/ implicit reference to the source material. The material's relevance may be implicit.</i></p> <p><b>Level 1: 1 mark</b> The candidate shows a limited ability to apply source</p>		<ul style="list-style-type: none"> <li>• Developments in digital communication have enabled people with a 'muted voice' to be heard, e.g. Malala Yousafzai</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> In this question AO2 is awarded for use of source/s <b>and</b> focus on the question: '<i>opportunities that empower young people</i>'.  Though the question specifies Source A, candidates should be equally credited for an accurate application of relevant material from Source B.  References to the source might include:</p> <ul style="list-style-type: none"> <li>• Young people can use social media to interact, create and share ideas (as in Source A)</li> <li>• Instant access to other young people (as in Source A)</li> <li>• Communicating through social media, where there are no geographical boundaries, is quick and easy (as in source A)</li> <li>• Developments in social media enable information to be easily shared with people at a global level (as in Source A)</li> </ul>
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		<p>Material and/ or wider sociological knowledge to the question. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials.</p> <p><i>There will typically be one recycled/ implicit reference to the source material, and the focus on the question may be implicit with no additional material to apply.</i></p> <p><b>0 marks</b></p> <p>No relevant sociological application.</p>		
<b>2</b>		<p>With reference to Source B and your wider sociological knowledge, evaluate the view that living in a 'global village' is a negative development for people worldwide.</p> <p><b>AO1: Knowledge and understanding</b></p> <p><b>Level 4: 4 marks</b></p> <p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the evidence is generally accurate and detailed. The material presented is relevant and supported by evidence.</p> <p><i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b></p> <p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped, <b>or</b> narrow. The material presented is mostly relevant and supported by some evidence.</p> <p><i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b></p> <p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and</p>	<b>10</b>	<p><b>AO1: Knowledge and understanding</b></p> <p>Relevant contemporary examples should be rewarded the same AO1/ AO3 marks as references to studies.</p> <p>Arguments that living in a 'global village' is a negative development for people worldwide.</p> <ul style="list-style-type: none"> <li>• Connection with others across the world can occur so quickly, so hard to regulate</li> <li>• In the global village there is less privacy as people volunteer personal information to sites such as Facebook, Instagram</li> <li>• more opportunities for the powerful to challenge those who challenge their views.</li> <li>• Endangered Languages. Serious risk of losing some cultures forever</li> <li>• Culture of the global village is predominately Western</li> <li>• Cultural homogenisation, leads to uniformity and standardisation: Hall</li> <li>• Global monoculture 'sterile, dull, and artificial'; Johnson 2007</li> <li>• Countries with more economic influence e.g. USA, will control cultural standards by which the rest of the world will have to live; John Harris, 2007</li> </ul>

		<p>contain some inaccuracies. The response may be partial and undeveloped but will have some relevance.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented, and the response may be largely based on common sense; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b>  <b>Level 2: 2 marks</b>  The candidate demonstrates an excellent or good ability to apply relevant source material. The candidate has explicitly applied material from at least one of the sources.  <i>There will typically be at least one partially developed reference to source material.</i></p> <p><b>Level 1: 1 mark</b>  The candidate shows a basic or limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.  <i>There will typically be at least one undeveloped reference to source material.</i></p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed</p>		<ul style="list-style-type: none"> <li>• Global monoculture threatens economies; Vandana Shiva, 2000</li> <li>• Global village development may lead to conflicts between cultures, cause a fragmentation of culture, or cultural domination by more developed countries.</li> <li>• Internet makes more information available to more people but determining its validity is more difficult; Crichton 2003</li> <li>• Governments may experience leaks of confidential information which might threaten the 'national interest'.</li> <li>• Internet not well regulated - provided opportunities for criminal groups to develop; Cochrane and Pain.</li> <li>• The global village is a patriarchal village; Feminists</li> <li>• Some people in the developing world, may feel their cultures threatened by an increasingly dominant global village culture - may decide to fight to preserve their cultures; increase in fundamentalism, Iraq; Seabrook</li> <li>• Retaliation against a global culture could lead to increase in global terrorism; Seabrook; Kingsbury</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  <b>In this question AO2 is awarded for use of source/s</b>  Though the question specifies Source B, candidates should be equally credited for an accurate application of relevant material from source A.  References to the source might include:</p> <ul style="list-style-type: none"> <li>• Some believe we now live in a virtual unified 'global village' (as in Source B)</li> <li>• In the global village there is less privacy (as in Source B)</li> <li>• The unique differences between cultures become less obvious (as in Source B)</li> </ul>
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		<p>evaluation points. There may be a critical and reasoned conclusion.  <i>There will typically be two developed points challenging the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped <b>or</b> narrow. The candidate may reach an explicit but brief conclusion.  <i>There will typically be one developed point or two underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative.  <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion.  <i>There will typically be one undeveloped point challenging the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>	<ul style="list-style-type: none"> <li>Through hashtags, people can discuss global issues such as climate change (as in Source B)</li> </ul> <p><b>AO3: Analysis and evaluation</b>  Arguments against the view that living in a ‘global village’ is a negative development for people worldwide.</p> <ul style="list-style-type: none"> <li>People can connect quickly through technology, not reliant on face-to-face contact; McLuhan, Carter.</li> <li>Constraints of time and physical distance irrelevant in the global village and people have ease of access to others; Giddens, Boellstorff.</li> <li>In the global marketplace, more fortunate countries may come to the aid of less fortunate ones.</li> <li>In the global village, people are free from the ‘tyranny of geography’ - increasingly free to choose cultural experiences which may enrich lives; Legrain, 2003</li> <li>Members of the ‘global village’ can share a common culture; Giddens</li> <li>Opportunities for detraditionalisation, Giddens 1999.</li> <li>Global communication in global village increases awareness of risks and may lead to rise in social movements challenging, e.g. threat of terrorism, pandemics Giddens, Beck, 1992</li> <li>Opportunity to challenge traditional ideas - positive impact on the lives of those experiencing inequality and oppression; Cohen and Kennedy, Haraway</li> <li>Opportunity to create new ideas and interpretations e.g. through postmodern feminism; Cohen and Kennedy</li> <li>Pluralism – opportunities for fusion and global hybrid styles in fashion, music, lifestyle</li> <li>Other reasonable response</li> </ul>
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<p><b>3</b></p> <p>Evaluate the sociological view that older people have benefitted from advances in digital forms of communication.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. The material presented is supported by evidence.  <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. The material presented is supported by some evidence.  <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p>	<p><b>16</b></p> <p><b>AO1: Knowledge and understanding</b>  Candidates should consider whether older people have benefitted from advances in digital forms of communication.</p> <ul style="list-style-type: none"> <li>• More older people are using the internet; Berry, 2011</li> <li>• Websites being designed to encourage participation and benefits include less isolation from friends and family.</li> <li>• Positive impact of social networking sites on older sections of population can be profound; Miller</li> <li>• Finerday social networking site helping older generations maintain contact with families, carers</li> <li>• Social networking can enrich lives of older adults - facilitating better interpersonal relationships; Chopik, 2016</li> <li>• Increasing number of older adults acknowledge the benefits of technology use e.g. technology makes it easier to reach people, stay in touch and meet new people; Cotton, 2013, Vagner, 2010, Sum, 2008</li> <li>• Technology enhances convenience in seeking out information; Sum, 2008</li> <li>• Increasing numbers of older people believe benefits of technology greatly outweigh the costs and challenges; Mitzner, 2010</li> <li>• Some older people use technology as often as younger adults; Olson, 2011</li> <li>• Positive effects of internet on psychological health: Shaw and Gant; 2002</li> <li>• Using Internet may be associated with lower depression and loneliness and higher levels of social support, life satisfaction, purpose in life, and social life. Using technology can prevent feelings of loneliness; Vosner, 2016</li> <li>• Opportunities face time family members living elsewhere; Centre for Research on Families and Relationships, 2016</li> <li>• Ease of access for elderly and disabled order to prescriptions online; Centre for Research on Families and Relationships, 2016</li> </ul>
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		<p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question</p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good ability to apply sociological material. The material is potentially relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly/ and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.</p> <p><b>0 marks</b>  No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed. The candidate may reach a critical and reasoned conclusion.  <i>There will typically be three developed points or two developed points and one underdeveloped point challenging the view in the question.</i></p>	<ul style="list-style-type: none"> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question - view that older people have benefitted from advances in digital forms of communication.</p> <p><b>AO3: Analysis and evaluation</b>  Arguments challenging the view that older people have benefitted from advances in digital forms of communication</p> <ul style="list-style-type: none"> <li>• There is a digital generational divide in terms of access to the internet fewer older people than younger generations have benefitted from advances in digital forms of communication; Berry, 2011</li> <li>• 79% of households below state pension age have internet access, compared to 37% above state pension age; Berry, 2011</li> <li>• Many older adults feel anxious and intimidated by thought of using new technologies; Vroman, 2015, Braum, 2013</li> <li>• 50% in Age UK survey who did not use the internet said, 'I don't know how to use it,' over a third said it was 'too complicated.' Age UK, 2015</li> <li>• Costs for elderly can be prohibitive Centre of Economic and Business Research 2015, Centre for Research on Families and Relationships, 2016</li> <li>• Digital literacy not universal amongst the older generation, those in poverty can become marginalised; Carter</li> <li>• Speed of change requires renewed efforts to help people get online, and stay online, this needs adequate and sustainable funding; Age UK, 2015</li> <li>• Knowledge gap as the older generations are no longer regarded as wise;' Friedman, 2007</li> <li>• Older generations less receptive to DC and youth have more status than their grandparent's generation; Boellstorff, Berry</li> </ul>
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4		*	<p>In what ways are self-report studies a useful measurement of crime?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>In this question, methodological issues such as validity should be credited in the same way as studies and other concepts.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Alternative way of measuring crime – asking people which crimes they have actually committed.</li> <li>• Insight into ‘dark figure of crime’; Hough and Mayhew</li> <li>• Insight mainly into crimes carried out by young people and mainly minor crime and deviance, often not picked up in either police recorded statistics or the CSEW</li> <li>• Qualitative insights, e.g. The Jack-roller insights into life history of a criminal; Shaw</li> <li>• Favoured by interpretive sociologists</li> <li>• Often challenge picture of ‘typical criminal’ presented in police recorded statistics.</li> <li>• Far more crime and deviance admitted by females than police statistics suggest; Campbell, 1981</li> <li>• Self-report studies have revealed over-representation of working-class crime: Marxists</li> <li>• Self-report studies often longitudinal, examining a range of variable such as education, gender, location, ethnicity</li> </ul> <p>Cite studies and their advantages:</p> <ul style="list-style-type: none"> <li>• Cambridge study followed criminal careers of boys aged 8-32 years; Farrington, 1989, 200a, 2001</li> <li>• Longitudinal study: Edinburgh Study of Youth Transitions and Crime, includes gender differences.</li> <li>• Offending, Crime and Justice Survey - focussed on youth offending, Wilson et al., 2006</li> <li>• MORI annual youth survey - studied both offending and victimisation amongst 11 to 16-year-olds in mainstream education. Approximately 5000 young people interviewed each year from 2001 to 2005; Phillips and Chamberlain, 2006</li> <li>• Other reasonable response.</li> </ul>
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5		*	<p>Assess the view that traditional socialisation is the main influence on patterns of offending amongst males.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>A01: Knowledge and understanding</b></p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• The sex-role explanations e.g. hegemonic male pressure to be provider and protector Messerschmidt</li> <li>• Proving masculinity e.g. a reputation for violence, a hard gang member, number of sexual conquests Messerschmidt</li> <li>• Pressure to display hegemonic masculinity might lead to 'hypermasculinity' -Mosher</li> <li>• Availability of socialisation spaces away from the street corner; Baird</li> <li>• Crisis of masculinity leading to new masculine careers e.g. drug dealing Winlow</li> <li>• Other reasonable response</li> </ul> <p><b>A02: Application</b> The selected knowledge should be directly specific to the question – view that traditional socialisation is the main influence on patterns of offending amongst males.</p> <p><b>A03: Analysis and evaluation</b> Candidates are expected to consider criticisms/alternative perspectives of the view that traditional socialisation is the main influence on patterns of offending amongst males.</p> <p>They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Subcultural theories</li> <li>• Postmodern views</li> <li>• Marxism</li> </ul>

					<p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Illegitimate opportunity structure Cloward and Ohlin</li> <li>• Status frustration, Cohen</li> <li>• Focal concerns: lower class males pushed towards crime by the implicit values of their subculture; Miller</li> <li>• Subterranean values: delinquency and drift' Matza</li> <li>• Postmodern view: the seduction of crime. Katz</li> <li>• Crime as the quest for a 'moral self-transcendence', in the face of boredom, Katz</li> <li>• Edgework: young males search for pleasure through risk-taking, best seen as 'edgework' – a thrill Lyng</li> <li>• Economic context: Exclusion of working-class males from opportunities leading to anti-social behaviour; Wilson</li> <li>• Other reasonable response.</li> </ul>
6		*	<p>Evaluate the view that the law discriminates against the working class.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates are expected to demonstrate knowledge and understanding of the view that the law discriminates against the working class.</p> <p>They will consider a range of sociological explanations such as:</p> <ul style="list-style-type: none"> <li>• Marxism,</li> <li>• New Criminology</li> <li>• Critical Criminology</li> </ul> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Official statistics suggest most crime is committed by the working class.</li> <li>• There may be reference to measurements/statistics of class-based crime/ prevalence of working-class conviction rates.</li> <li>• Laws made in favour of the ruling class; Chambliss; Mankoff</li> <li>• Non-decision making; Chambliss; Davis.</li> <li>• Law creation reflects dominant hegemony</li> </ul>

				<ul style="list-style-type: none"> <li>• Law enforcement tend not to enforce the law against the ruling class; Reiman</li> <li>• Crime - inevitable outcome of capitalist values e.g. greed, looking after oneself at the expense of others, also poor people driven to crime by desperate conditions; Bonger; Gordon</li> <li>• Crime diverts attention etc Selective law enforcement; Gordon</li> <li>• Vagrancy law changed in 1530 to meet needs of merchant class - punished anyone on the road without a job- presumed to be a highwayman: Chambliss</li> <li>• New Criminology combined traditional Marxist ideas with interactionism.</li> <li>• Policing the Crisis, 1970s economic and social crisis, growth of 'muggings', media outrage, scapegoating; Stuart Hall</li> <li>• Critical criminology: the law reflects the interests of the ruling class, the state will break its own laws, to protect itself or the interests of major capitalist corporations; Ross</li> <li>• States crimes in other countries or against other countries to benefit major economic organisations; Barak</li> <li>• Crimes of the powerful, scrutinising states and corporations, examined US and Iraq; Tombs and Whyte</li> <li>• Other reasonable response.</li> </ul> <p><b>A02: Application</b> The selected knowledge should be directly specific to the question – the view that the law discriminates against the working class.</p> <p><b>A03: Analysis and evaluation</b> Candidates will evaluate the view the law discriminates against the working class.</p> <p>They may consider theories such as</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Feminism</li> </ul>
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				<p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Traditional Marxist views ignore the experiences of victims of crime</li> <li>• Traditional Marxist view ignores complexity of influences on law-making behaviour</li> <li>• New Criminology strayed too far from Marxist tradition: Hirst</li> <li>• New Criminology too romantic a view of criminals; Rock, Young</li> <li>• No specific discussion of power of patriarchy in New Criminology analysis: Carlen</li> <li>• Difficult to study crimes of the state; Green and Ward</li> <li>• States prevent sociologists studying crimes of the state, e.g. by restricting access to information and funding; Tombs and Whyte</li> <li>• Issue of crimes of the state becomes complex to study when the idea of 'human rights' are brought into the debate; Green and Ward</li> <li>• The law reflects the collective conscience of society; Durkheim</li> <li>• The criminal justice system operates to look after the interests of society as a whole, to avoid anomie; Durkheim</li> <li>• The process of prosecution provides a means of checking whether the law reflects the views of the majority of society</li> <li>• Candidates may criticise the ideological and methodological underpinnings of the theoretical explanations.</li> <li>• Other reasonable response</li> </ul>
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7		*	<p>In what ways does teacher labelling influence the achievement of different ethnic groups in education?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Labelling –process that occurs in school, based on stereotypes, favoured by interactionists; Becker</li> <li>• Labelling in school can negatively impact on achievement; Wright, Connolly, Mac an Ghaill, Gillborn and Youdell</li> <li>• Despite teachers' low expectations and negative labelling of black girls, the girls performed well in education; Mirza</li> <li>• Labelling linked to racialised teacher expectations and can lead to self-fulfilling prophecy; Gillborn and Youdell</li> <li>• The education system is failing black children, low expectations; Davidson and Alexis</li> <li>• 'Halo effect' discriminatory; Hargreaves</li> <li>• Labelling influences a child's 'self-concept' – how we are labelled affects how we see ourselves; Mead</li> <li>• Teacher labelling involves speculation, working hypothesis, elaboration, stabilisation; Hargreaves</li> <li>• Setting and streaming involves labelling based on stereotypes to detriment of some children from minority ethnic groups e.g. entered for foundation level exams; Gillborn and Youdell</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b></p> <p>The selected knowledge should be directly related to the specific question - ways teacher labelling influences educational achievement of children from different ethnic groups in education.</p>
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8		<p>Assess social democratic views of education.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates will demonstrate knowledge and understanding of social democratic views. Candidates may assess educational policies in addition to studies to aid discussion. <b>Relevant policies should be credited in the same way as studies.</b></p> <p>Candidates are expected to discuss the social democratic view of education including:</p> <ul style="list-style-type: none"> <li>• Social democratic view that role of education: equality of opportunity to promote economic growth</li> <li>• Similarity with functionalism idea of meritocracy but with more focus on application to policy</li> <li>• Unlike functionalism: equality of opportunity remains an idea rather than reality; Halsey, 1980</li> <li>• Class differences in outcome result in wastage of ability and talent; Halsey</li> <li>• Role of education system - to ensure highly trained specialised competitive workforce; government investment required</li> <li>• Influenced New Labour 1997-2010, e.g. education policies designed to tackle social exclusion</li> <li>• Social democratic compensatory policies focused on working class social mobility e.g. EAZs, EiC, introduction of Academies, EMA</li> <li>• Social democratic views - in the Coalition government The Equality Strategy - Building a Fairer Britain, 2010</li> <li>• Sure Start – early intervention Labour government 1997-2010</li> <li>• Pupil Premium</li> <li>• Evidence in support of social democratic approach and working-class inequalities; DfEd, 2012, Sippitt, 2014</li> </ul>
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				<ul style="list-style-type: none"> <li>• Fewer bright children from disadvantaged backgrounds apply to university, therefore social democrats argue policies needed to address this; Adams, Reay</li> <li>• Social democratic approaches Labour government's expansion of higher education – 1997-2010</li> <li>• In support, the expansion of H.Ed increase in graduate skills in the labour force and overall raised productivity; Holland, 2013</li> <li>• Since 2010 Social democrats criticised New Right systems may impede equality of opportunity, draw on Ball's (2008) notion of parentocracy benefitting middle class children.</li> <li>• Other reasonable response</li> </ul> <p><b>A02: Application</b> The selected knowledge should be directly related to the specific question – Social democratic views of education.</p> <p><b>A03: Analysis and evaluation</b> Candidates are expected to discuss opposing approaches such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• New Right</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>Candidates are expected to discuss the weaknesses of social democratic views of education including:</p> <ul style="list-style-type: none"> <li>• Functionalist view: the education system is already meritocratic and effectively engages in role allocation, Parsons, Davis and Moore</li> <li>• Equal opportunity policies; Equality Act, 2010</li> </ul>
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					<ul style="list-style-type: none"> <li>• New Right – SD inefficient system, particularly their focus on inequality. Inequality is inevitable, raising standards is more realistic aim.</li> <li>• Policy of marketization rather than increasing spending more likely to ensure UK becomes more economically competitive.</li> <li>• Social democratic view that reforms require increased government funding criticised; Wolf, 2002</li> </ul> <p>Critiques of SD policies:</p> <ul style="list-style-type: none"> <li>• Compensatory policies have not worked e.g. Sure Start benefits ‘modest’; DfE, 2010</li> <li>• EMA; modest improvements in England and therefore abandoned; Institute for Fiscal Studies; 2004</li> <li>• HE expansion: gap between the social classes widened under Labour; Walford; 2005</li> <li>• Policies of greater choice in education benefitted middle class; Ball 2008. Runnymede Trust; 2007</li> <li>• too much on class inequalities and not enough on gender inequalities; Walby</li> <li>• Social democratic policies can hold back more able students as teachers strive to focus on raising standards of majority, this also results in a less competitive British workforce; Gove, 2011</li> <li>• New Right thinkers claim social democratic view lacks sufficient focus on vocational education.</li> <li>• Marxists – Reform is not enough e.g. education remains an ideological state, inherently unfair; Althusser</li> <li>• Meritocratic system unachievable within a capitalist system; Bowles and Gintis</li> <li>• New Right successes e.g. raising standards,</li> <li>• Other reasonable response</li> </ul>
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9		<p>Evaluate the view that the home is the main influence on the educational achievement of children from different social classes.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider education in schools and/or further/higher education.</p> <p>There should be a clear understanding of the view that the home is the main influence on the educational achievement of children from different social classes.</p> <p>Candidates may draw upon different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• New Right views</li> <li>• Marxism</li> </ul> <p>Candidates may consider arguments in support of the view including:</p> <ul style="list-style-type: none"> <li>• Cultural deprivation - primary socialisation, home background and parental support can affect achievement; Douglas, Feinstein, Gaine and George, Sewell</li> <li>• Immediate and deferred gratification; Strand, Sutton Trust</li> <li>• Cultural capital, positive impact on middle class children; Bourdieu, Ball</li> <li>• Economic capital, impact on children's achievement; Bourdieu</li> <li>• Parental aspirations of different ethnic groups e.g. Archer and Francis.</li> <li>• Issues of language - restricted and elaborated codes; Bernstein</li> <li>• Material factors Marxists; such as Smith and Noble, Blanden and Gregg, Platt</li> </ul>
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				<ul style="list-style-type: none"> <li>• Progression to university, parental expectation middle class families, children's fear of debt in working class families; Callender and Jackson; Reay</li> <li>• Cultural and material factors go hand-in-hand; Department for Children, Schools and Families (2009b)</li> <li>• Fatherless families – effect on wc boys' education Murray/ Sewell</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - view that the home is the main influence on the educational achievement of children from different social classes.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses of/ challenges to the view that that the home is the main influence on the achievement of children from different social classes and may include:</p> <ul style="list-style-type: none"> <li>• Interactionism</li> <li>• Functionalism</li> <li>• Marxism</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Processes within schools such as labelling based on negative stereotypes: Becker</li> <li>• Teachers with differing expectations Becker, Hargreaves, Rosenthal and Jacobson</li> <li>• Setting and streaming often class based; Hargreaves, Ball</li> <li>• Ideal pupil middle class; Becker</li> <li>• 'Halo effect', middle class girls; Hargreaves</li> </ul>
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					<ul style="list-style-type: none"> <li>• Role of pupil subcultures in school; Mac an Ghail</li> <li>• Working class girls under-achievement often ignored; Archer</li> <li>• Schools fail to prepare working class boys for the workplace; Willis</li> <li>• Issues such as the over determinism of some theoretical perspectives and lack of empirical evidence may be examined.</li> <li>• Ideas on meritocracy; Parsons, Davis and Moore</li> <li>• The correspondence principle; Bowles and Gintis</li> <li>• Other reasonable response.</li> </ul>
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10		*	<p>In what ways is the concept religiosity useful in studying the sociology of religion?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• It is difficult to measure religion or religiousness.</li> <li>• Allows a measurement of the extent of religious belief and practice in an age of secularisation</li> <li>• Smart: seven-dimensional model /religious belief just one dimension</li> <li>• Religion cannot be measured simply by focusing on religious belief</li> <li>• Religiosity is a broader concept intended to capture what is typically involved in being a religious person</li> <li>• Religiosity three elements: cognition, affect and practices- multi-dimensional approach; Cornwall's study of Mormons</li> <li>• People may express religiosity in different ways - Cornwall</li> <li>• Measures of religiosity more valid reflection of what religion means for participants.</li> <li>• If insufficient attention paid to defining religion and religiosity, then secularisation thesis cannot be accurately tested; Glock and Stark</li> <li>• Changes in religious belief and practice make religiosity difficult to measure</li> <li>• By examining belief without belonging Davie</li> <li>• Rational Choice theorists</li> <li>• Remains difficult to measure belief accurately.</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b></p> <p>The selected knowledge should be directly specific to the question – ways the concept religiosity is useful in studying the sociology of religion.</p>
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11		*	<p>Assess the view that older generations are more religious than younger people in society.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates' knowledge and understanding should relate specifically to the view that older generations are more religious than younger people in society.</p> <p>Candidates may discuss different theoretical explanations including:</p> <ul style="list-style-type: none"> <li>• Postmodern views</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>There will be some knowledge of evidence that supports the view - religion, belief and faith are declining in the younger generations.</p> <p>Responses that focus on studies/evidence in place of, or in addition to theoretical responses should be credited.</p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Religion often associated with more traditional ideas, as people age, may become more religious; Davie and Vincent</li> <li>• Age bias in age profile of church members, attendance, participation in religious ceremonies –Brierley, Crockett, Church Census</li> <li>• 3% of 18-24 year olds and 4% of 25-34 year olds identify as Anglican, compared to more than a third of those aged 65+ ; BRIN, 2015</li> <li>• The older you are the more likely you are to be a Christian; Woodhead, 2016</li> </ul>

					<ul style="list-style-type: none"> <li>• International survey - 43% of those aged 68 and older are certain God exists, compared with 23% of those aged 27 and younger; NORC, 2012</li> <li>• NORC study suggests people change their beliefs over time 2012, Coleman, 2011, Idler, 2001</li> <li>• People become more conservative as they age - Davie and Vincent</li> <li>• Belief is highest among older adults – as they become aware of own mortality and experience of more bereavement - religion beneficial; Davie and Vincent' Coleman</li> <li>• Cohort effect: older generations grew up in more religious, less secular world; Davie and Vincent</li> <li>• Marxism: media replaced religion to become the new opium of the people for the young Miliband</li> <li>• Relative deprivation theorists and feminists - middle aged women may seek comfort in a belief system to compensate for gender exploitation; Glock and Stark</li> <li>• Alternative view - people do not get more religious as; Voas and Crockett</li> <li>• Rates of intergenerational decline between immigrant parents and British-born children almost as high as for white population; Voas and Crockett</li> <li>• Postmodern view - social change and increasing influence of secularisation and individualism on the young, Modood</li> <li>• Younger members of minority ethnic groups less likely to agree religion important in their lives; Modood</li> <li>• Migration and religion; Bruce, Davie, Bird</li> <li>• Declining religiosity among some younger Asian men Modood</li> </ul>
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					<ul style="list-style-type: none"> <li>• Traditional religion is being superseded by alternative spiritualities in younger generations; Heelas, Baker, Vernon.</li> <li>• Lower religious observance among younger adults world-wide; Pew Research Center, 2018</li> <li>• Census 2011 - number of people with 'no religion' has increased particularly for those aged 20-24</li> <li>• YouGov poll of 18-24 year olds found - place of religion in young people's lives was 'smaller than ever'; YouGov, 2013</li> <li>• PEW study of 100 countries, only - the former Soviet republic of Georgia and the West African country of Ghana – have younger adults who are, on average, more religious than their elders; Pew Research Center, 2018</li> <li>• Other reasonable response.</li> </ul> <p><b>A02: Application</b> The selected knowledge should be directly specific to the question – view that older generations are more religious than younger people in society</p> <p><b>A03: Analysis and evaluation</b> Candidates will analyse and evaluate view that older generations are more religious than younger people in society They may consider:</p> <ul style="list-style-type: none"> <li>• Complexity of patterns- difficult to generalise, interplay between age, class, gender and ethnicity</li> <li>• Argument that older people are more religious is ethnocentric, - in the UK, it largely applies to Christianity, yet there is an increase in Muslims in all age groups; Census, 2011</li> </ul>
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					<ul style="list-style-type: none"> <li>• Mirza et al British born Muslims - growing religiosity amongst the younger generation of Muslims, their interest was more politicised; Mirza, Lewis, Mondal.</li> <li>• Young Muslim women wear the hijab as part of their religious identity and also as a creative expression to commitment to British national identity; Woodhead</li> <li>• Religion and identity amongst younger generations: 'Muslim chic'; Woodhead, 2007</li> <li>• Second/third generation Muslims may turn to religion as a result of Islamophobia</li> <li>• In the 2011 Census, 88% of Muslims were under 50, nearly half were under 25. While Christianity has a rapidly aging population, other religions, and notably Islam, have a much younger age profile.</li> <li>• Young Muslims in UK - greater knowledge of their religion than their parents; Modood.</li> <li>• Religious sects often appeal to young adults, - can offer companionship and community, a sense of belonging; Barker</li> <li>• Young people from Britain, Sweden, Finland, Poland and USA found 'the concept of 'belief' remains meaningful to many young people; Lynch</li> <li>• Other reasonable response.</li> </ul>
12		*	Evaluate postmodern views of religion in society.  <b>PLEASE REFER TO APPENDIX 3</b>		<p><b>AO1: Knowledge and understanding</b> Candidates may consider postmodern views on the role of religion in society and may examine criticisms from alternative perspectives. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Postmodern mass media influenced development of postmodern society.</li> </ul>

				<ul style="list-style-type: none"> <li>• People assert identity through individual consumption rather than group membership; echoed in declining numbers attending religious places of worship</li> <li>• Traditional grand narratives about meaning of life, the universe etc. less relevant; Lyotard</li> <li>• Postmodern views led to a 'crisis of meaning' re religions that reveal the truth. Bauman</li> <li>• Religions unable to reconcile conflict with message to preach love not hate; Bauman</li> <li>• Religion has become disembedded in PM society; Lyon</li> <li>• Growth of NRMs and NAMs individuals' search for meaning in their lives; Bauman</li> <li>• Spread of secularisation - spiritual void which mainstream churches and denominations seem either unwilling or unable to challenge. The growth of NRMs and NAMs as a response to such a void; Drane</li> <li>• Heelas traditional religions contracting in terms of size and membership, whereas many NRMs, which emphasise individualism, were prospering, particularly for females. Heelas et al, 2004</li> <li>• Information explosion created by new technologies spiritual shopping then cast off Hervieu-Leger</li> <li>• Believing without belonging - Davie, 1994</li> <li>• Religious fundamentalism, both Islamic and Christian, grown in strength in last 30 years; Bauman, 1992</li> <li>• Fundamentalist movements, such as Jehovah's Witnesses, offer hope, direction and certainty in a world that seems increasingly insecure, confusing and morally lost; Holden, 2002</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - postmodern views of religion in society</p> <p><b>AO3: Analysis and evaluation</b></p>
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				<p>Candidates are expected to analyse and discuss alternatives/weaknesses of the postmodern views of religion in society:</p> <p>They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Weberianism</li> </ul> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Postmodern writers overstate the extent of individual choice; Bruce</li> <li>• Continuing influence of group membership on identities - factors such as class, gender and ethnicity continue to influence the spiritual life course.</li> <li>• In a critique of Drane, Bruce argues NRMs are peripheral to mainstream society and are consequently a curiosity rather than a major phenomenon.</li> <li>• While postmodernists recognise both positive and negative aspects of the role of religion, functionalists focus on unifying force of religion, beneficial to both society and individual; Durkheim, Parsons</li> <li>• Traditional Marxists have negative interpretation of role of religion for individual and society; however, unlike postmodern theorists discuss religions in terms of metanarratives as a means to hinder change in society today; Marx</li> <li>• Feminists, unlike postmodern writers, emphasise role of religion in maintaining an unequal patriarchal society; El Saadawi</li> <li>• Weberians may point to evidence across the world that traditional religion may continue to a force for social change benefitting both society and the individual; Weber</li> <li>• Other reasonable response.</li> </ul>
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**APPENDIX 1****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10****AO1: Knowledge and understanding (6 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
<b>4</b>	<b>6</b>	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and substantiated. <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i>
<b>3</b>	<b>4-5</b>	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. There is a line of reasoning presented with some structure. The response presented is in the most-part relevant and supported by some evidence. <i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i>
<b>2</b>	<b>2-3</b>	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with limited structure. The information is supported by basic evidence. <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i>
<b>1</b>	<b>1</b>	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response may contain considerable inaccuracy and lack clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one undeveloped point or a vague representation.</i>
<b>0</b>	<b>0</b>	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

**APPENDIX 2****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11****AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
<b>4</b>	<b>7-8</b>	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated. <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i>
<b>3</b>	<b>5-6</b>	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence. <i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i>
<b>2</b>	<b>3-4</b>	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with basic structure. The response is supported by basic evidence. <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i>
<b>1</b>	<b>1-2</b>	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response may contain considerable inaccuracy and lack clarity. The information is limited and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one undeveloped point or a vague representation.</i>
<b>0</b>	<b>0</b>	No relevant sociological knowledge or understanding.

**A02: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

**A03: Analysis and Evaluation (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed evaluation points, or two developed points and one underdeveloped point.</i>
3	5-6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped. The candidate may reach a critical but brief conclusion. <i>There will typically be at least one developed evaluation point with others which are underdeveloped, or at least three underdeveloped points.</i>
2	3-4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be one or two underdeveloped points, or a range of undeveloped or juxtaposed points.</i>
1	1-2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one undeveloped point or an assertive tone.</i>
0	0	No relevant analysis or evaluation.

**APPENDIX 3****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12****AO1: Knowledge and understanding (16 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
<b>4</b>	<b>13-16</b>	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated.</p> <p><i>There will typically be four well-developed knowledge points, or three well-developed points towards the bottom of the level.</i></p>
<b>3</b>	<b>9-12</b>	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><i>There will typically be three or four knowledge points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed knowledge point (depth).</i></p>
<b>2</b>	<b>5-8</b>	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with a basic structure. The response is supported by basic evidence.</p> <p><i>There will typically be three or more undeveloped/ unsubstantiated points or one-two underdeveloped points.</i></p>
<b>1</b>	<b>1-4</b>	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response may contain considerable inaccuracy and lack clarity.</p> <p>The information is limited and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><i>There will typically be one or two undeveloped/ unsubstantiated points or a vague representation.</i></p>
<b>0</b>	<b>0</b>	No relevant knowledge or understanding.



**AO2: Application (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7-8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5-6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3-4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1-2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant sociological application.

**AO3: Analysis and Evaluation (16 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	13-16	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be four well-developed evaluation points, or three well-developed points towards the bottom of the level.</i>
3	9-12	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped or narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be three or four evaluation points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed evaluation point (depth).</i>
2	5-8	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be three or more undeveloped/ unsubstantiated points or one-two underdeveloped points.</i>
1	1-4	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one or two undeveloped/ unsubstantiated points or an assertive tone.</i>
0	0	No relevant sociological evaluation or analysis.

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**GCE**

**Sociology**

**H580/03: Debates in contemporary society**

A Level

**Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM Assessor**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. Award No Response (NR) if: there is nothing written in the answer space













Award Zero '0' if: anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Knowledge and Understanding point (supporting view in question)
	Critical evaluation point (challenging view in question)
	Developed Point: fully explained in a relevant way, including sociological evidence – link to KU or EVAL
	Underdeveloped: Partially explained, with some evidence, but requiring more depth – link to KU or EVAL
	Unsubstantiated/ undeveloped/ implicit - without explanation/ substantiation – link to KU or EVAL
	Anecdotal/ common sense/ asociological point
	Limited/ generalised: knowledge related to the general topic area and not the specific question
	Juxtaposition of alternative theories or ideas without direct/ explicit evaluation
	Application/ interpretation. On questions 1 and 2: clear reference to source. On other questions: explicit application to the question (optional)
	Unclear/ confused/ lacks sense/ inaccurate
	Repetition
	Irrelevant material



## 12. Subject Specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Question	Answer	Marks	Guidance
1*	<p>With reference to the source(s) and your wider sociological knowledge, explain how developments in digital forms of communication have created a digital class divide.</p> <p><b>AO1: Knowledge and understanding</b></p> <p><b>Level 4: 5 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological evidence; the evidence is generally accurate and detailed. The information presented is relevant and substantiated. <i>There will typically be two developed points, using sociological material.</i></p> <p><b>Level 3: 3–4 marks</b></p> <p>The candidate demonstrates a <b>good</b> knowledge and understanding of either a range of sociological evidence or some evidence in detail. The evidence is generally accurate but underdeveloped. The information presented is in the most part relevant and supported by some evidence. <i>There will typically be one developed point using sociological material, or two underdeveloped points using sociological material.</i></p> <p><b>Level 2: 2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological evidence. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is supported by <b>basic</b> evidence. <i>There will typically be one underdeveloped point using sociological material, or two or more undeveloped points, lacking sociological material.</i></p> <p><b>Level 1: 1 mark</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological evidence. Very little relevant sociological evidence is presented; the response contains considerable inaccuracy and lacks clarity. The material is <b>limited</b> or based on common sense. <i>There will typically be one undeveloped point lacking sociological material.</i></p>	9	<p><b>AO1: Knowledge and understanding</b></p> <p><b>NOTE:</b> Contemporary examples should be credited as sociological material in AO1 in the same way as sociological studies, concepts or theories.</p> <p><b>NOTE:</b> Points which refer to age or gender as part of the digital divide will not be credited, unless linked to social class.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>• Mertens &amp; D’Haenens</li> <li>• Ofcom surveys</li> <li>• Miller et al.</li> <li>• Digital underclass - Helsper</li> <li>• Castells – lack of skills leads to exclusion from networks</li> <li>• Ragnedda - lack of access and skills further increases social exclusion</li> <li>• Impact of Covid 19 on those lacking access to the internet/devices</li> <li>• Other reasonable response (expect a range of other material, including relevant examples, to be used and applied).</li> </ul>

	<p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant source material to the question. The candidate has explicitly and frequently applied relevant material from at least one of the sources to support their wider sociological knowledge. <i>There will typically be two direct references to the source(s), which are both applied to sociological material.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a <b>good</b> ability to apply source material to the question. The candidate has occasionally applied relevant material from at least one of the sources to support their wider sociological knowledge, or frequently applied the source(s) in an unsubstantiated way. <i>There will typically be one direct reference to one of the sources, which is applied to additional sociological material, or two direct references to the source(s) which are not applied to any additional sociological material.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a <b>basic</b> ability to apply source material to the question. The candidate has occasionally made use of material from the source(s) in an unsubstantiated way. <i>There will typically be one direct reference to one of the sources which is not applied to any additional sociological material.</i></p> <p><b>Level 1: 1 mark</b> The candidate shows a <b>limited</b> ability to apply source material to the question. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials. <i>There will typically be only recycled/ implicit reference to the source(s).</i></p> <p><b>0 marks:</b> No relevant sociological application of the source(s).</p>		<p><b>AO2: Application</b> <b>NOTE:</b> In this question AO2 is awarded for use of source(s) and how well they have been applied to other material used.</p> <ul style="list-style-type: none"> <li>• ‘Direct’ reference means the candidate writes ‘Source A/ B....’.</li> <li>• ‘Implicit/ recycled’ reference means the candidate quotes from the source/ uses words/ terms, but does not directly stating that these relate to source A or B.</li> </ul> <p>References to the source(s) might include:</p> <ul style="list-style-type: none"> <li>• The privileged have greater access (Source A)</li> <li>• The privileged have greater skills (Source A)</li> <li>• The privileged can take advantage of educational and networking opportunities (Source A)</li> <li>• The disadvantaged lack the economic resources to pay for internet access or digital devices (Source B)</li> </ul>
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<p><b>2</b></p>	<p>With reference to the source(s) and your wider sociological knowledge, evaluate the view that developments in digital forms of communication have benefited the social protest movements of the disadvantaged.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the evidence is generally accurate and detailed. The material presented is relevant and supported by evidence.  <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a <b>good</b> knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped, <b>or</b> narrow. The material presented is mostly relevant and supported by some evidence.  <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped but will have some relevance.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material. Very little relevant sociological material is presented, and the response may be largely based on common sense; the response contains considerable inaccuracy and lacks clarity.</p>	<p><b>10</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Contemporary examples should be credited in AO1 in the same way as sociological studies, concepts or theories.  <b>NOTE:</b> The focus must be on protest movements, not just whether the disadvantaged have benefitted from digital communication.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>• Kirkpatrick – The Facebook Effect (Colombian protests)</li> <li>• The Arab Spring – Castells, Kassim, Jurgenson, Ghonim</li> <li>• Gives muted groups (women, children, disabled, LGBT+ etc.) a voice <ul style="list-style-type: none"> <li>◦ Nakamura</li> <li>◦ The climate change school strikes</li> </ul> </li> <li>• Gives greater access to information – Castells</li> <li>• Raises awareness of the problems faced by some groups e.g. Indigenous Amazon tribes such as the Awa.</li> <li>• Twitter is extremely useful in communicating information about social protest movements - Murthy</li> <li>• Examples such as Black Lives Matter, #MeToo</li> <li>• Everyday sexism project – Laura Bates</li> <li>• Other reasonable response (expect a range of other material, including examples, to be used and applied).</li> </ul>
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	<p><i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p> <p><b>0 marks:</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b>  <b>Level 2: 2 marks</b>          The candidate demonstrates an <b>excellent</b> or <b>good</b> ability to apply relevant source material. The candidate has explicitly applied material from at least one of the sources.  <i>There will typically be at least one direct reference to one of the sources.</i></p> <p><b>Level 1: 1 mark</b>          The candidate shows a <b>basic</b> or <b>limited</b> ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.  <i>There will typically be at least one implicit or recycled reference to source material.</i></p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 4 marks</b>          The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. There is a range of developed evaluation points. There may be a critical and reasoned conclusion.  <i>There will typically be two developed points, challenging the view in the question.</i></p> <p><b>Level 3: 3 marks</b>          The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will</p>	<p><b>AO2: Application</b>  <b>NOTE:</b> In this question AO2 is awarded for use of source(s).</p> <ul style="list-style-type: none"> <li>• 'Direct' reference means the candidate writes 'Source A/ B....'.</li> <li>• 'Implicit/ recycled' reference means the candidate quotes from the source/ uses words/ terms, but does not directly stating that these relate to source A or B.</li> </ul> <p>References to the source(s) might include:</p> <ul style="list-style-type: none"> <li>• Disadvantaged groups have greater access to resources through the internet (Source A)</li> <li>• Digital forms of communication offer a solution to inequalities (Source A)</li> <li>• Can spread information to promote their cause (Source B)</li> <li>• Can be used to organise and mobilise people to protest (Source B)</li> <li>• The digital divide means the disadvantaged have less access (Source A)</li> <li>• Across the world there has been a growth of protest movements where the disadvantaged have successfully used digital forms of communication. (Source B)</li> <li>• Lack of economic resources means the disadvantaged do not own digital devices (Source B).</li> <li>• Privileged groups control and manipulate it (Source B)</li> </ul> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> Contemporary examples should be credited in AO3 in the same way as sociological studies, concepts or theories.</p>
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	<p>be underdeveloped or narrow. The candidate may reach an explicit but brief conclusion.  <i>There will typically be one developed point or two underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative.  <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion.  <i>There will typically be one undeveloped point challenging the view in the question, or a vague representation.</i></p> <p><b>0 marks:</b>  No relevant sociological evaluation or analysis.</p>	<p><b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.  A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p><b>NOTE:</b> Focus must be on protest movements, not just whether the disadvantaged have NOT benefitted from digital communication.</p> <p>Arguments against the view that may include:</p> <ul style="list-style-type: none"> <li>• It provides a new form of surveillance - The Snowden Report, Foucault</li> <li>• Digital communication is just another means of control - Cornford &amp; Robins</li> <li>• Digital communication strengthens the power of existing elites - Fuchs</li> <li>• The role of digital communication in the Arab spring has been exaggerated - Curran</li> <li>• The development of digital communication does not mean it will bring about change - Martell, Hader</li> <li>• The internet is too chaotically organised to be successful in bringing about change – Keen</li> <li>• State control – Chinese firewall, blocking of social media during protests e.g. during the Arab spring</li> <li>• Protest movements of the disadvantaged have largely been unsuccessful – social inequalities still persist.</li> <li>• Other reasonable response (expect a range of other material, including examples, to be used and applied).</li> </ul>
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<p><b>3</b></p>	<p>Evaluate the feminist view that that the digital revolution has created new opportunities to oppress women.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. The material presented is supported by evidence.  <i>There will typically be two developed points, supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a <b>good</b> knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped or narrow. The material presented is supported by some evidence.  <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point supporting the view in the question.</i></p> <p><b>0 marks:</b> No relevant knowledge or understanding.</p>	<p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Contemporary examples should be credited in AO1 in the same way as sociological studies, concepts or theories.</p> <p>Candidates should focus on increases to the oppression of women <b>due to the digital revolution</b>. Material which is more generally about the oppression of women but is not linked to the digital revolution/ digital technology can only be credited as undeveloped knowledge in relation to the question.</p> <p>Relevant material supporting the view may include:</p> <ul style="list-style-type: none"> <li>• Cyber-feminism</li> <li>• Radical feminism</li> <li>• Marxist feminism</li> <li>• Lack of regulation by the Internet: has led to oppression of women e.g. human trafficking: modern day slavery; Silverman</li> <li>• Access to pornography has increased, leading to greater sexual objectification of females; Arlaacki</li> <li>• Digital communication has enabled the growth of the sex trade and increased exploitation of some women; The Centre for Social Justice 2013, Hughes</li> <li>• The voice of women is muted as online communication is controlled and constructed by men - Kramarae</li> <li>• The increase in revenge crimes such as sexting, revenge porn; Cooper 2016</li> <li>• Gendered 'cyberhate' – Jane, Demos research, Amnesty International research.</li> <li>• Other reasonable response (expect a range of other material to be used and applied).</li> </ul>
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	<p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question.</p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is potentially relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a <b>basic</b> ability to apply sociological material. The material is related to the question mainly implicitly/ and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a <b>limited</b> ability to apply sociological material. The material is tangential to the question and of marginal relevance.</p> <p><b>0 marks:</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed. The candidate may reach a critical and reasoned conclusion.  <i>There will typically be three developed points challenging the view in the question. Two developed points and one underdeveloped point may be at the bottom of the level.</i></p> <p><b>Level 3: 5–6 marks</b>  The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. There are some evaluation points, but these may</p>	<p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question – the view that <b>the digital revolution</b> has created new opportunities to exploit and oppress women.</p> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> Contemporary examples should be credited in AO3 in the same way as sociological studies, concepts or theories.</p> <p><b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.  A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/weaknesses to the feminist view that the</p>
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	<p>be underdeveloped or narrow. The candidate may reach a critical but brief conclusion.  <i>There will typically be two developed points or three underdeveloped points challenging the view in the question. One developed and one underdeveloped point may be at the bottom of the level.</i></p> <p><b>Level 2: 3–4 marks</b>  The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Evaluation points are likely to be undeveloped. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative.  <i>There will typically be one developed or two underdeveloped points challenging the view in the question.</i>  <i>Three or more undeveloped points may also be seen at this level.</i></p> <p><b>Level 1: 1–2 marks</b>  The candidate demonstrates a <b>limited</b> ability to analyse and evaluate. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion.  <i>There will typically be one underdeveloped point or two undeveloped points challenging the view in the question at the top of the level. One undeveloped or vague point which could potentially challenge the view in the question may be at the bottom of the level.</i></p> <p><b>0 marks:</b>  No relevant sociological evaluation or analysis.</p>	<p>digital revolution has created new opportunities to oppress women.</p> <p>Relevant material challenging the view may include:</p> <ul style="list-style-type: none"> <li>• Fourth wave feminism – Cochrane, Chittal, Laura Bates' Everyday sexism project, #MeToo, #ThisGirlCan etc.</li> <li>• Liberal feminism</li> <li>• Post feminism</li> <li>• Post modern feminism</li> <li>• Patriarchy can be challenged – Haraway</li> <li>• Increase access to positive role models for women in developed and undeveloped countries; Carter, Nakumara, Anderson 2015, #WithMalala</li> <li>• Digital communication has become more accessible to women across the world; Nakumara, Carter</li> <li>• Minority groups have been able to post their views without fear of oppression; the work of FemTech Net, Miller/ UCL</li> <li>• Women may use communication technology to engage with and form relationships with women from across the world; Haraway, Nakumara.</li> <li>• Other reasonable response (expect a range of other material, including examples, to be used and applied).</li> </ul>
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4*	<p>In what ways do left-wing policies attempt to reduce crime?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	<p><b>10</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Policies/ examples should be credited in the same way as sociological studies, concepts or theories.</p> <p>Candidates should focus on left wing policies that attempt to reduce crime.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Left realism</li> <li>• Marxism/Neo Marxism</li> <li>• Interactionism</li> </ul> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>• Rehabilitation (treatment programmes, education/training schemes.)</li> <li>• Reintegrative shaming (Brathwaite)</li> <li>• Restorative justice (Braithwaite)</li> <li>• Minimal (or consensual) policing (Lea &amp; Young)</li> <li>• Multi agency working (Lea &amp; Young)</li> <li>• Structural changes e.g. reducing income inequalities, reducing unemployment, reducing educational inequalities</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question – ways left wing policies try to reduce crime.</p>
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5*	<p>Assess the view that the police recorded crime figures are accurate.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates' knowledge and understanding should focus on the accuracy and/ or usefulness of police recorded crime figures.</p> <p>Candidates may discuss the strengths of how the data is collected and may include:</p> <ul style="list-style-type: none"> <li>• Valued by Positivists, such as functionalists, as secondary, quantitative data</li> <li>• Practical advantages: Readily available/ accessible, cheap and quick to use</li> <li>• Quantitative – patterns &amp; trends, value free etc.</li> <li>• Representative as they cover the whole population and the whole country.</li> <li>• They are relatively reliable – they are standardised</li> <li>• They have few ethical issues compared to other methods of collecting data on criminal behaviour.</li> </ul> <p>Candidates may also <b>or</b> alternatively refer to sociological theories/ studies/ evidence to support the view that the police recorded figures are accurate/ useful and may include:</p> <ul style="list-style-type: none"> <li>• The view from the police – mostly intelligence led/ based on information from the public (Zander)</li> <li>• Functionalists – police upholding law based on value consensus</li> <li>• The New Right and/ or right realists – base views on class profile shown in police figures (the underclass/ poor neighbourhoods)</li> <li>• Left realists – realistically they are broadly accurate if supplemented with victim surveys</li> <li>• Subcultural theorists/ studies – base views on age-profile shown in police figures</li> <li>• Feminists – base views on gender profile shown in police figures</li> <li>• Alternative statistics/ studies supporting the police figures</li> <li>• Other reasonable response.</li> </ul>
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			<p><b>A02: Application</b> The selected knowledge should be directly specific to the question – that police recorded crime figures are accurate (and/ or useful).</p> <p><b>A03: Analysis and evaluation</b> <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used. A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates may discuss the weaknesses of how the data is collected and may include:</p> <ul style="list-style-type: none"> <li>• Issues of validity</li> <li>• The dark figure (with examples of crimes likely to appear on the dark figure)</li> <li>• Police discretion</li> <li>• Manipulation of the police figures e.g. coughing and cuffing, targets</li> <li>• Institutional racism, canteen culture</li> <li>• Chivalry thesis</li> <li>• The under/ over-recording of certain types of crime</li> </ul> <p>Candidates may also <b>or</b> alternatively refer to sociological theories/ studies/ evidence to oppose the view that the police recorded figures are accurate/ useful and may include:</p> <ul style="list-style-type: none"> <li>• Interactionists – e.g. labelling, moral panics</li> <li>• Marxists – e.g. crimes of the powerful</li> <li>• Neo-Marxists – e.g. targeting/ scapegoating</li> <li>• Feminists – treatment of crimes where victims are female</li> <li>• Other reasonable response</li> </ul>
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<p>6*</p>	<p>Evaluate the view that the main cause of crime is poor socialisation.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	<p><b>40</b></p> <p><b>AO1: Knowledge and understanding</b>  Candidates are expected to demonstrate knowledge and understanding of the view that the main cause of crime is poor socialisation.  <b>NOTE:</b> This question is quite challenging/ potentially narrow - not just socialisation but 'poor socialisation'.  'Poor' can be interpreted quite widely - e.g. to mean inadequate, negative, problematic etc.</p> <p>Relevant material supporting the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Functionalism – Durkheim, Parsons, Merton</li> <li>• New Right – Murray, Saunders, Marsland</li> <li>• Control theory – Hirschi</li> <li>• Right Realism – Wilson, Wilson &amp; Kelling</li> <li>• Subcultural theories - A. Cohen, Miller</li> <li>• Studies relating to masculinity/ gangs – Messerschmidt, Sewell, Pitts, Mac an Ghaill, Oakley</li> <li>• Feminist views – class deal/ gender deal (Carlen)</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question – that the main cause of crime is poor socialisation.</p> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.  A summative conclusion/ sentence which merely restates the question does not gain credit.</p>
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			<p>Candidates are expected to discuss alternatives/ weaknesses to the view that the main cause of crime is poor socialisation.</p> <p>Relevant material opposing the view in the question may include:</p> <ul style="list-style-type: none"><li>• Marxism – Bonger, Gordon, Chambliss</li><li>• Interactionism – Becker, Lemert, Matza</li><li>• Neo Marxism/Radical criminology – CCCS, P Cohen, Hebdige</li><li>• Cultural criminology – Katz, Lyng, Presdee</li><li>• Left realism - Lea &amp; Young</li><li>• Other reasonable response</li></ul>
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7*	<p>In what ways are females denied the same opportunities as males in global education?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	<p><b>10</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Policies/ Examples should be credited in the same way as sociological studies, concepts or theories. Candidates should focus on gender inequalities in education <b>within a global context</b> and may draw on a range of evidence. Knowledge points about female disadvantage within the UK education system (focusing on issues such as the gendered curriculum, teacher expectations, subject choice etc) will be credited as undeveloped.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Gender differences in participation</li> <li>• Gender differences in literacy rates</li> <li>• Gender differences in level of education (GPI)</li> <li>• Lack of educational opportunities due to: <ul style="list-style-type: none"> <li>○ Constraints in families</li> <li>○ Constraints within society</li> <li>○ Educational practices and policies</li> </ul> </li> <li>• Other reasonable response</li> </ul> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>• UN statistics (e.g. GPI)</li> <li>• UNESCO</li> <li>• Mayer</li> <li>• Russo</li> <li>• A. North</li> <li>• Examples from specific countries</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – ways in which females are denied the same opportunities as males in <b>global education</b>. If the focus is on female disadvantage within the UK education system this will only reach Level 1 (limited).</p>
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8*	<p>Assess the view that in-school factors are the main cause of educational underachievement in some ethnic groups.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	<p><b>20</b></p> <p><b>AO1: Knowledge and understanding</b> Candidates' knowledge and understanding of in school factors should specifically focus on the educational underachievement of some ethnic groups.</p> <p><b>NOTE:</b> Candidates may refer to peer groups/ subcultures/ anti- school subcultures in their response. This could be credited as either AO1 <b>or</b> AO3 depending on how it is used– <b>Do not 'double reward' such material.</b></p> <p><b>NOTE:</b> The focus should be on ethnicity. General knowledge points on social class/ gender, which are then applied to ethnicity, can be credited as underdeveloped. Points which are not applied to ethnicity (lacking focus on question) will be credited as undeveloped.</p> <p>Relevant material supporting the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Labelling</li> <li>• Negative stereotyping – Gillborn, Mac an Ghaill</li> <li>• Teachers racialised expectations – Wright, Gillborn &amp; Youdell, Mirza, Connelly</li> <li>• Institutional racism</li> <li>• Ethnocentric curriculum – Coard, Berthoud</li> <li>• Peer groups/ subcultures/ Anti-school subcultures – Sewell, Cameron, Mac an Ghaill, Shain</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question – the view that in-school factors are the main cause of educational underachievement in some ethnic groups.</p> <p><b>AO3: Analysis and evaluation</b></p>
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<p><b>9*</b></p>	<p>Evaluate the view that educational policies since 1988 have benefitted the working class.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	<p><b>40</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Responses will focus on policies; these should be credited in the same way as sociological studies, concepts or theories.</p> <p>Candidates' knowledge and understanding should focus on policies since 1988 that have benefitted the working class by raising their achievement. Policies which are clearly pre-1988 (e.g. the 11+), and evaluation of these, get no credit.</p> <p>Relevant material in support of the view in the question may include:</p> <ul style="list-style-type: none"> <li>• The 1988 ERA</li> <li>• Marketisation of education</li> <li>• The National Curriculum</li> <li>• League tables</li> <li>• OFSTED</li> <li>• Vocationalism/ apprenticeships</li> <li>• Sure Start</li> <li>• EAZ/ EIC</li> <li>• Pupil premium</li> <li>• Academies/ Free schools/ CTC/ UTC</li> <li>• EMA</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – that educational policies since 1988 have benefitted the working class.</p> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/</p>
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		<p>underdeveloped/ undeveloped, depending on detail/ evidence used.</p> <p>A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p><b>NOTE:</b> Responses will focus on policies; these should be credited in the same way as sociological studies, concepts or theories.</p> <p>Candidates are expected to discuss alternatives/weaknesses to the view that educational policies since 1988 have benefitted the working class.</p> <p>Evaluation can include criticising the effectiveness of policies discussed as KU for benefitting the w/c, discussing the reversal of such policies, raising other policies which did not benefit the w/c (must be post 1988), or using a theoretical critique of specific policies or the policy agenda of some Governments.</p> <p>Relevant material opposing the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Marxism</li> <li>• Interactionism</li> <li>• Patterns of the continued underachievement of the working class in education.</li> <li>• Parentocracy favours the middle class, e.g. Reay</li> <li>• Marketisation – selection by area/mortgage</li> <li>• Impact of austerity cuts on EMA/Sure Start etc.</li> <li>• Introduction of University tuition fees</li> <li>• Covid 19 – interruption to education had a greater negative impact on the working class</li> <li>• Continued teacher stereotyping – e.g. Hargreaves</li> <li>• Continued low expectations by teachers – e.g. Dunne and Gazeley</li> <li>• Setting/streaming – e.g. Gillborn and Youdell</li> <li>• Other reasonable response.</li> </ul>
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10*	<p>In what ways is religious participation influenced by gender?</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	<p><b>10</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Statistics/ examples should be credited in the same way as sociological studies, concepts or theories.  <b>NOTE:</b> The focus should be on <b>religious participation</b>. Therefore, points about religion oppressing women are not relevant unless a link is made to participation (e.g. by discussing the lack of women in higher roles within major religions).  Candidates are expected to show a knowledge and understanding of gender patterns in terms of religious participation. They are likely to focus on higher rates amongst females.  Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Religious belief greater amongst women than men – e.g. Hunt, Voas, Pew Research group</li> <li>• Women's participation in traditional religion – e.g. Crockett and Voas, Ashworth &amp; Farthing, O'Brien</li> <li>• Globally among Jews and Muslims men are more religious – Sullins</li> <li>• New Age/alternative spirituality more attractive to females – Kendal Project, Bruce &amp; Trzebiatowska</li> <li>• Women are more risk adverse -Miller &amp; Hoffman</li> <li>• Differential socialisation – Sullins, Stark</li> <li>• Religion compensates for women's subordinate role in the structure of society – Glock and Stark, Weber (theodicy of disprivilege)</li> <li>• Stained glass ceiling – limits of how far women can participate in higher roles</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – ways religious participation is influenced by gender.</p>
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11*	<p>Assess the view that religious belief is still widespread in contemporary society.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	<p><b>20</b></p> <p><b>AO1: Knowledge and understanding</b>  Candidates' knowledge and understanding should focus on the view that religious belief is still widespread in contemporary society.  <b>NOTE:</b> Candidates may take a global perspective, despite the term 'contemporary society', e.g. they may focus on religious belief being widespread in many parts of the world - this will still be credited.</p> <p>Relevant material supporting the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Belief without belonging – Davie</li> <li>• Vicarious religion – Davie</li> <li>• Privatised religion – Heelas</li> <li>• Religious belief amongst minority ethnic groups – Modood, Johal, Mirza</li> <li>• Religious belief amongst the older population</li> <li>• Increase in fundamentalist beliefs (Giddens)</li> <li>• Diversity of religious belief (e.g. growth of Pentacostalism)</li> <li>• Increase in membership of NRMs as alternatives to mainstream religion</li> <li>• Increase in New Age/spiritual beliefs – e.g. Kendal Project (Woodhead &amp; Heelas)</li> <li>• The world has more people with traditional religious beliefs than ever before; Norris and Inglehart</li> <li>• Few people define themselves as atheists; Census 2011</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – that religious belief is still widespread.</p> <p><b>AO3: Analysis and evaluation</b></p>
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12*	<p>Evaluate the view that religion promotes social change.</p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	<p><b>AO1: Knowledge and understanding</b>  Candidates should consider the view that religion promotes social change.  <b>NOTE:</b> Specific examples of people/ events showing religion being used to promote change, such as those listed below, can be credited in the same way as sociological studies.  <b>NOTE:</b> Material (such as that focused on secularisation or postmodernism/ religious diversity) which is used to present the idea that society or individuals <i>are changing their views on religion</i> will not be credited - points must focus on religion promoting/ leading to change.</p> <p>Relevant material supporting the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Weberian views (Weber)</li> <li>• Neo Marxism (Gramsci, Bloch, E.P Thompson)</li> <li>• Liberation theology (Maduro, e.g. of Romero, Beckford)</li> <li>• Religion as protest (e.g.'s such as Archbishop Tutu, Martin Luther King)</li> <li>• Rise of Fundamentalism (e.g.'s such as the Islamic Revolution, the Taliban)</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – religion promotes social change.</p> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.</p>
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## APPENDIX 1

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

AO1: Knowledge and understanding (6 marks)		
Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	6	<p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and substantiated.</p> <p><i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i></p>
3	4-5	<p>The candidate demonstrates a <b>good</b> knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. There is a line of reasoning presented with some structure. The response presented is in the most-part relevant and supported by some evidence.</p> <p><i>There will typically be two developed knowledge points, or one developed point with others which are underdeveloped at the top of the band. One developed point or at least three underdeveloped points would typically be at the bottom of the band.</i></p>
2	2-3	<p>The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with a <b>basic</b> structure. The information is supported by <b>basic</b> evidence.</p> <p><i>There will typically be one or two underdeveloped points, or two or more undeveloped points at the bottom of the band.</i></p>
1	1	<p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is <b>limited</b> and communicated in an unstructured way. The information is supported by <b>limited</b> evidence and the relationship to the evidence may not be clear.</p> <p><i>There will typically be one undeveloped point or a vague representation.</i></p>
0	0	No relevant sociological knowledge or understanding.

AO2: Application (4 marks)		
Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a <b>basic</b> ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a <b>limited</b> ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

AO1: Knowledge and understanding (8 marks)		
Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated. <i>There will typically be three developed knowledge points (top), or two developed points and one underdeveloped point (bottom).</i>
3	5-6	The candidate demonstrates a <b>good</b> knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence. <i>There will typically be two developed knowledge points or at least one developed point with others which are underdeveloped at the top of the band. One developed point or at least three underdeveloped points would typically be at the bottom of the band.</i>
2	3-4	The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with a <b>basic</b> structure. The response is supported by <b>basic</b> evidence. <i>There will typically be one or two underdeveloped points, or a range of undeveloped points.</i>
1	1-2	The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is communicated in an unstructured way. The response is supported by <b>limited</b> evidence and the relationship to the question may not be clear. <i>There will typically be one undeveloped point or a vague representation.</i>
0	0	No relevant sociological knowledge or understanding.

AO2: Application (4 marks)		
Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a <b>basic</b> ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a <b>limited</b> ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

AO3: Analysis and Evaluation (8 marks)		
Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed evaluation points (top), or two developed points and one underdeveloped point (bottom).</i>
3	5-6	The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped. The candidate may reach a critical but brief conclusion. <i>There will typically be two developed points or at least one developed evaluation point with others which are underdeveloped at the top of the band, or one developed/ at least three underdeveloped points at the bottom of the band.</i>
2	3-4	The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Evaluation points are likely to be anecdotal and/ or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative. <i>There will typically be one or two underdeveloped points, or a range of undeveloped or juxtaposed points.</i>
1	1-2	The candidate demonstrates a <b>limited</b> ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one undeveloped point. At the bottom of the level there may be an assertive tone only.</i>
0	0	No relevant analysis or evaluation.

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

AO1: Knowledge and understanding (16 marks)		
Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	13-16	<p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p> <p>The information is relevant and substantiated.</p> <p><i>There will typically be four well-developed knowledge points, or three well-developed points towards the bottom of the level.</i></p>
3	9-12	<p>The candidate demonstrates a <b>good</b> knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><i>There will typically be three or four knowledge points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed knowledge point (depth) or at least three underdeveloped points (range).</i></p>
2	5-8	<p>The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material.</p> <p>The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies.</p> <p>The response may be partial and undeveloped. The information has some relevance and is presented with a <b>basic</b> structure. The response is supported by <b>basic</b> evidence.</p> <p><i>There will typically be one or two underdeveloped knowledge points, or a range of undeveloped points.</i></p>
1	1-4	<p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material.</p> <p>Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is <b>limited</b> and communicated in an unstructured way.</p> <p>The response is supported by <b>limited</b> evidence and the relationship to the question may not be clear.</p> <p><i>There will typically be one or two undeveloped/ unsubstantiated points or a vague representation.</i></p>
0	0	No relevant knowledge or understanding.

AO2: Application (8 marks)		
Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7-8	The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5-6	The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3-4	The candidate demonstrates a <b>basic</b> ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1-2	The candidate demonstrates a <b>limited</b> ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant sociological application.

AO3: Analysis and Evaluation (16 marks)		
Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	13-16	The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be four well-developed evaluation points, or three well-developed points towards the bottom of the level.</i>
3	9-12	The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped <b>or</b> narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be three or four evaluation points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed evaluation point (depth) or at least three underdeveloped points (range)..</i>
2	5-8	The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Evaluation points are likely to be anecdotal, and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative. <i>There will typically be one or two underdeveloped points, or a range of undeveloped or juxtaposed points.</i>
1	1-4	The candidate demonstrates a <b>limited</b> ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one or two undeveloped/ unsubstantiated/ juxtaposed points. At the bottom of the level there may be an assertive tone only.</i>
0	0	No relevant sociological evaluation or analysis.

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