



Oxford Cambridge and RSA

GCE

Sociology

H580/03: Debates in contemporary society

A Level

Mark Scheme for June 2023

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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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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>AO1: Knowledge and understanding</p> <p>Level 4: 5 marks</p> <p>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, using sociological material.</i></p> <p>Level 3: 3–4 marks</p> <p>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 using sociological material, or two underdeveloped points using sociological material.</i></p> <p>Level 2: 2 marks</p> <p>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 basic evidence. <i>There will typically be one underdeveloped point using sociological material, or two or more undeveloped points, lacking sociological material.</i></p> <p>Level 1: 1 mark</p> <p>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 material is limited or based on common sense. <i>There will typically be one undeveloped point lacking sociological material.</i></p>	9	<p>AO1: Knowledge and understanding</p> <p>NOTE: Contemporary examples should be credited as sociological material in AO1 in the same way as sociological studies, concepts or theories.</p> <p>NOTE: 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"> • Mertens & D’Haenens • Ofcom surveys • Miller et al. • Digital underclass - Helsper • Castells – lack of skills leads to exclusion from networks • Ragnedda - lack of access and skills further increases social exclusion • Impact of Covid 19 on those lacking access to the internet/devices • Other reasonable response (expect a range of other material, including relevant examples, to be used and applied).

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