

GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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
KU	Knowledge and Understanding: studies, concepts, theories, policies, explanations
EG	Example
DEV	Developed Point: fully explained in a relevant way
^	Underdeveloped: Partially explained, but requiring more depth
U	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
APP	Application/Interpretation. On questions 1 and 2: clear reference to source On other questions: explicit application to the question (optional)
EVAL	Critical Evaluation
J	Juxtaposition of alternative theories/ ideas without direct/ explicit evaluation
CON	Conclusion
?	Unclear/ confused/ lacks sense/ inaccurate
IRRL	Irrelevant/ tangential evaluation point: evaluation of other views not relevant to the question.
REP	Repetition
⌋	Irrelevant material/ Not clearly focused on question set

Question	Answer	Mark	Guidance
1	<p>With reference to the Source(s), explain why 'globalisation' is a difficult concept to define.</p> <p>AO1: Knowledge and understanding Level 4: 5 marks 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.</p> <p>Level 3: 3–4 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. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence.</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. The material has some relevance and is supported by limited evidence.</p>	9	<p>AO1: Knowledge and understanding</p> <p>This might include consideration of:</p> <ul style="list-style-type: none"> • Though the process of 'Globalisation' can be traced back for hundreds of years, developments in digital communication technology, particularly the Internet, has speeded up the process; Giddens (as in Source A). • Globalisation involves social, economic and political changes which are not experienced by all societies in the same way: as a result, sociologists have found it difficult to agree on a precise definition; Wiseman (as in Source A) • Some sociologists have a positive interpretation of globalisation, others are more negative, while a further group point to both positive and negative consequences; Wiseman (as in source B) • The positive interpretation of globalisation may not recognise the role of globalisation in marginalising and excluding people who do not have access to the internet; Wiseman (as in source B) • The negative interpretation of globalisation may not recognise the opportunity for groups with unique cultural characteristics to connect together to protect their rights and culture; (as in source B) • Some definitions imply that globalisation is occurring at the same rate everywhere at the same time which is not the case. • Positive definitions may ignore globalisation as a means of spreading western ideas (Westernisation/ Americanisation),

<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. The material is basic and communicated in an unstructured way.</p> <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. The candidate has explicitly and frequently applied material from at least one of the sources in a developed way.</p> <p>Level 3: 3 marks 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.</p> <p>Level 2: 2 marks 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.</p> <p>Level 1: 1 mark The candidate shows a limited ability to apply source</p>	<p>which threatens local cultures. A link may be made to cultural homogenisation and/ or cultural imperialism. Religious fundamentalism has arguably expanded in response to this threat.</p> <ul style="list-style-type: none"> • Other reasonable response. <p>AO2: Application</p> <ul style="list-style-type: none"> • In this question AO2 is awarded for use of the source.
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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.</p> <p>0 marks No relevant sociological application.</p>		
2	<p>With reference to the Source(s), to what extent have developments in digital forms of communication had a negative impact on identity?</p> <p>AO1: Knowledge and understanding Level 4: 4 marks</p> <p>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.</p> <p>Level 3: 3 marks</p> <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. There is a line of reasoning presented with some structure. The material presented is</p>	10	<p>AO1: Knowledge and understanding</p> <p>Arguments that developments in digital communication technology have a negative impact on identity:</p> <ul style="list-style-type: none"> • Sites such as Facebook and Instagram may lead to identities becoming fragmented (Source B) • Any presentation of self on social media can be difficult to remove. This can be damaging to an individual's reputation; Elliot, Case (as in Source B) • Young people may find the complexities of managing their on-line and off-line experiences of adolescence difficult; Case • Young people who in the past might have been able to engage with a range of political opinions while developing their own perspective might find that their audit trail could become a barrier to future employment opportunities. • On-line and off-line identities may become blurred with negative consequences. For example postings on sites such as Twitter may compromise a person's workplace

	<p>mostly relevant and supported by some evidence.</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. The material has some relevance and is supported by limited evidence.</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. The material is basic and communicated in an unstructured way.</p> <p>0 marks No relevant knowledge or understanding.</p> <p>AO2: Application Level 2: 2 marks The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly and applied material from at least one of the sources.</p> <p>Level 1: 1 mark 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.</p>	<p>identity.</p> <ul style="list-style-type: none"> • People with disabilities may find it difficult to interact on social media, they may have fewer on-line ‘friends’ and as a result a more negative self-concept; Feld • Social networking sites allow people to misrepresent, carefully select or even mask their identity in terms of gender, class, age and this can harm the identities of those they interact with; Ellison • The Net comes to us a language in which women are generally silenced; Inayatullah and Milojevic • Unequal access to the online world may create inequalities, having a negative impact on individual identities (digital divide, digital underclass) Source A • Examples relating to negative impact on specific identities: gender, age, social class, religious etc. • Other reasonable response <p>AO2: Application In this question AO2 is awarded for use of the source</p> <p>AO3: Analysis and Evaluation Arguments that developments in digital communication technology do not have a negative impact on identity:</p> <ul style="list-style-type: none"> • Through social media sites, such as Facebook, Instagram, individuals can create and manage their identities (or avatars) and sense of self on a daily basis (Source B) • People can create an on-going autobiography that reflects their current values, rather than take the traditional route of waiting until the end of their lives to offer a reflection; Bjorklund, Hart • Technological advances that can be accessed by
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	<p>0 marks No relevant sociological application.</p> <p>AO3: Analysis and evaluation</p> <p>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.</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 be underdeveloped. The candidate may reach an explicit but brief conclusion.</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.</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.</p> <p>0 marks No relevant sociological evaluation or analysis</p>		<p>individuals in their homes, workplaces and during leisure time provide a greater range of choices and information on lifestyles and cultures which can be used to develop identities.</p> <ul style="list-style-type: none"> • Traditional sources of identity such as social class have become less clear - a positive development for those who do not wish to be constrained by their class identity. A person might choose to emphasise their ethnicity or gender, as a more important source of identity in their definition of self; Collins, Boellstorff, Haraway, Case • Technology has become so embedded in people’s daily lives, they are becoming cyborgs. This can offer individuals the chance to transcend their physical identities (e.g. class, disability, gender); Haraway, Boellstorff • Individuals can engage in a presentation of self, showing a better version of themselves; Van Dijk, Turkel, Gardner & Davies, Goffman • Digital communication technology has provided opportunities for people to explore alternative identities and/or to connect with people based on an aspect of their identity • Those who struggle with lack of confidence or isolation can have confidence in the on-line world and can transcend their off-line identity. • Other reasonable response
<p>3</p>	<p>Evaluate the view that global advances in digital forms of communication have had a positive impact on relationships.</p>	<p>16</p>	<p>AO1: Knowledge and understanding Supporting the view - Arguments that developments in digital communication technology have a positive impact on relationships:</p>

<p>AO1: Knowledge and understanding</p> <p>Level 4: 4 marks</p> <p>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> <p>Level 3: 3 marks</p> <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. There is a line of reasoning presented with some structure. The material presented is supported by some evidence.</p> <p>Level 2: 2 marks</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 contain some inaccuracies. The response may be partial and undeveloped. The material presented is supported by limited evidence.</p> <p>Level 1: 1 mark</p> <p>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.</p>	<ul style="list-style-type: none"> • Relationships consist of social ties, i.e. connections between individuals that link them together. These vary in strength; based on time, emotional intensity, level of intimacy and degree of reciprocity; Granovetter • Through social media sites, there are opportunities to communicate with many more people and develop stronger relationships than in the past; (as in Source B) • Digital forms of communication are valuable in broadening access to a range of people; although the ties are weak. For example celebrities are merely acquaintances, yet this connection would not have been possible without the technological advance; Granovetter • People can be contacted instantly and this can help strengthen a relationship. • Through social media sites, individuals have opportunities to communicate with many more people and develop stronger relationships than in the past (as in Source B) • Activities that connect individuals directly to one another such as email and snapchat strengthen relationships; Zhao • Social networking can provide opportunities for people to overcome traditional barriers to meeting people such as disability, geographical distance, family disapproval. • Women may use communication technology to engage with and form relationships with women from across the world; Haraway, Nakumara • Digital forms of communication such as Facebook enable young people who place greater importance on their peer groups and social networks to broaden and strengthen relationships with other young people; Boyle • The older generation may use social media to maintain
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<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 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 generally 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 partially relevant and/or is related to the question implicitly/ lacks focus on the question.</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</p>	<p>contact with family here and abroad, they may for example make use of accessible website design such as the website Finerday which is designed to encourage use by older members of society; Berry</p> <ul style="list-style-type: none"> • Internet use can help decrease loneliness and depression and increase self-esteem through access to social support 24/7; Shaw and Gant • Following bereavement, online messages of sympathy from members of a social networking site may be a comfort for those who have lost a family member or close friend; Miller. Similarly online messages of sympathy can help those experiencing disasters feel they are not isolated; Sutton • Business relationships can be strengthened by sites such as LinkedIn, improving social capital. • Other reasonable response. <p>AO2: Application</p> <ul style="list-style-type: none"> • The selected knowledge should be directly related to the specific question - whether global advances in digital forms of communication have has a positive impact on relationships. <p>AO3: Analysis and evaluation Challenging the view in the question - Arguments that developments in digital communication technology do not have a positive impact on relationships:</p> <ul style="list-style-type: none"> • Digital communication can distance us from one another because we are ‘alone together’ – in the same room but using our devices to communicate with others or engage in other tasks; Turkle
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	<p>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.</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 be underdeveloped. The candidate may reach a critical but brief conclusion.</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.</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.</p> <p>0 marks: No relevant sociological evaluation or analysis.</p>	<ul style="list-style-type: none"> • Activities that are solitary in nature, such as surfing the internet, tend to have more negative correlations on social ties; Zhao • Online social ties tend to be weaker than relationships formed and maintained offline; Kraut • A lack of privacy or different ideas about privacy between people may result in conflict • It can be hard to switch off social media even when the communication is negative which can be destructive in relationships. • People’s offline relationships may suffer as a result of time spent with online relationships: losing the ability to form real-life relationships; Brignall • Social media has the potential to cause tension and conflict between individuals, particular pressure on your people – cyberbullying, FOMO, isolation • Disputes may occur between people when private information is disclosed on-line; Case (as in Source B) • ‘Twitter-related conflict’ can have a negative impact on relationships, including emotional and physical cheating, breakup and divorce; Clayton • Other reasonable response.
<p>4</p>	<p>In what ways can crime and deviance be described as ‘relative’?</p> <p>PLEASE REFER TO APPENDIX 1</p>	<p>10</p> <p>AO1: Knowledge and understanding</p> <p>Due to the nature of this question, candidates may focus more on examples rather than studies – these should be credited equally.</p> <p>Candidates may refer to:</p>

		<ul style="list-style-type: none"> • Definitions of crime may be ‘normative’ where there is an assumed consensus of what constitutes crime and deviance in society. Such an approach is adopted by functionalist sociologists. • Interactionism: the concepts of ‘crime’ and ‘deviance’ are socially constructed; Becker, Lemert (primary and secondary deviance), Matza (subterranean values). • The Marxist view that notions of crime and deviance are constructed to benefit the ruling class – for example causing an avoidable death may or may not be seen as a homicide relative to the power of the parties involved, e.g. Box. • The relativity of circumstance: For example, killing a love rival, compared to killing the enemy during armed conflict, being naked in the bath or in public. • The relativity of culture: For example, a woman wearing a miniskirt and vest top to the shops in some Islamic societies compared to wearing the same outfit during a shopping trip in the UK. Lemert’s example of stuttering in Native American Tribes. • Relativity of time: For example homosexual relationships were illegal in Britain until 1967 yet are legal today, with gay marriage being legally endorsed in 2014. • As a result of cultural diversity in societies such as the UK, what constitutes deviance may vary between mainstream culture and different subcultural groups in society e.g. subcultural studies • In global terms, the contested category of crime used during discussions of global organised crime and/ or green crime; Potter, Franko Aas
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			<ul style="list-style-type: none"> • Other reasonable response <p>AO2: Application The selected knowledge should be directly related ways in which crime and deviance can be described as relative.</p>
<p>5</p>	<p>To what extent are left wing social policies an effective way of reducing crime in society?</p> <p>PLEASE REFER TO APPENDIX 2</p>	<p>20</p>	<p>AO1: Knowledge and understanding Candidates are expected to demonstrate knowledge and understanding of left wing social policies which attempt to reduce crime and deviance.</p> <p>Candidates may draw upon different theoretical approaches such as:</p> <ul style="list-style-type: none"> • Left wing views • Left realists • Marxism • New Criminology • Interactionism <p>Arguments for the view that left wing social policies are an effective way of reducing crime and deviance in society, potentially including:</p> <p>Prevention:</p> <ul style="list-style-type: none"> • Left wing theorists maintain the unequal social structure of society is a major cause of crime. To help reduce crime and deviance, structural changes are needed to tackle inequality such as increasing benefits, raising the minimum wage, introducing a more redistributive taxation policy. Left realists; Lea and Young • Left wing policies also focus on raising living standards and quality of life for poorer families e.g. building more

		<p>affordable and social housing, improving leisure facilities. This will help tackle instances of crime and anti-social behavior. Left realists; Lea and Young</p> <ul style="list-style-type: none"> • They propose reducing unemployment e.g. investing in apprenticeships and training and improving education for children in deprived areas will in the long term reduce instances of crime and deviance; Left realists; Lea and Young <p>Punishment:</p> <ul style="list-style-type: none"> • Rehabilitation which aims to integrate the offender back into society, having addressed the causes of offending is seen as an effective deterrent to further misdemeanors: 'reintegrative shaming'; Braithwaite • Community rather than custodial sentencing: lower reoffending rates than custodial sentences, possibly because they tackle the causes of the original offending; Braithwaite • Restorative justice: recognising the impact of offending on the victim, the community and the offender. Through encouraging the offender to take responsibility for the consequences of their actions and to consider the needs of both the victim and offender; Braithwaite, Surrey, YRI, Shapland <p>Control:</p> <ul style="list-style-type: none"> • Challenging perceived flaws in current policing, with military style policing in particular being criticized and an over focus on street crime and minor drug offences. Instead they argue the relationship between the police and community needs to be improved through 'minimal policing',
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		<p>characterized by good community relationships where trust and co-operation between are encouraged, with a new focus on domestic violence, white collar and racially motivated crime; Lea and Young; Bowling and Phillips</p> <ul style="list-style-type: none"> • Multi-agency working is promoted with a more co-operation between agencies which affect and control individual's behavior e.g. police, education, media which have roles to play in improving the 'moral context' in which crime is committed. Early intervention regarding individuals 'at risk' of offending or victimization is promoted. Lea and Young • Other reasonable response <p>• AO2: Application</p> <ul style="list-style-type: none"> • The selected knowledge should be directly related to the specific question – the extent to which left wing policies are effective in reducing crime. <p>AO3: Analysis and evaluation: Candidates may consider opposing approaches such as:</p> <ul style="list-style-type: none"> • Right wing views, • Right realism • New Right <p>Arguments against the view that left wing social policies are an effective way of reducing crime and deviance in society, potentially including:</p> <ul style="list-style-type: none"> • Long-term crime prevention strategies are criticised for being unrealistic and ineffective; Murray • Restorative justice programmes rely on the co-operation of all parties and so formal justice systems will always be required for those who refuse to co-operate.
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		<ul style="list-style-type: none">• Restorative justice is seen as a 'soft option' to more traditional forms of punishment and there is public support for longer custodial sentences and a more retributive approach to punishment (Murray)• Restorative justice programmes may be more appropriate for minor offending and particularly youth offending. Situational crime prevention is a more immediate and effective way of tackling crime and deviance than social and community prevention• The community policing initiative has been described as being too simplistic, underestimating the deliberate racist strategies that underpin the policing of some communities; Gilroy• The left wing policies overlook the effectiveness of situational crime prevention such as 'target hardening' i.e. increasing the security surrounding targets of crime e.g. installing alarms; Clarke and surveillance which are encouraged in environmental crime prevention, such as CCTV, better street lighting; Painter and Farrington• Structural changes in society take time and punitive punishment and control is more popular and effective as a deterrent. For example the USA 'three strikes and you're out' policy; Murray• Some right wing theorists do focus on crime prevention in the form of zero tolerance policing rather than the left-wing focus on better community relationships with the police; Wilson and Kelling• New right thinker Murray disagrees with the left realists that benefits should be raised to help alleviate the risk of poverty seen as a cause of crime, instead he maintains benefits should be cut as they promote 'feckless' behaviour
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			<p>and prevents families and individuals from taking responsibility for their actions; Murray</p> <ul style="list-style-type: none"> • Other reasonable response
6	<p>Assess sociological explanations for gender differences in patterns of crime.</p> <p>PLEASE REFER TO APPENDIX 3</p>	40	<p>AO1: Knowledge and understanding</p> <p>Due to the nature of the question, candidates may use certain material as part of the sociological explanations or in an evaluative way.</p> <p>They may examine males and females as both perpetrators and victims of crime.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> • Feminist views • Liberation theory • Left wing theories • Marxism • Functionalism • Interactionism • Postmodern view <p>Candidates are expected to discuss the strengths of explanations for gender differences in patterns of crime potentially including:</p> <ul style="list-style-type: none"> • Police recorded statistics consistently show that males commit around 80% of all offences. Females accounted for 18% of arrests and 25% of convictions; Ministry of Justice 2013. Historically the victimisation level for women has been lower than for men, but over the past 5 years, levels for men have decreased: now little difference between males and females; CSEW

		<ul style="list-style-type: none"> • Female offenders are underrepresented in the official crime statistics, as women are biologically more devious than men and can hide their criminal behaviour; Pollak • Chivalry within the criminal justice system results in more leniency for female offenders; Pollak • Contemporary evidence suggests that male shoplifters are twice as likely to receive custodial sentences (Speed and Burrows 2006). • Women who conform to traditional expectations of feminine behaviour may be treated more leniently. Middle class white women are the main recipients of chivalry, which may account for this section of society being underrepresented in the crime statistics. • Early criminologists claimed that most women are genetically less inclined towards criminality than men, those women who committed crime showed masculine traits and a lack of maternal instinct; Lombroso, 1898 • Another popular theory claimed that poor females, who lack socialisation and morality may use their sexuality for emotional gain; Thomas 1923 • Functionalists focus on different patterns of socialisation to explain lower levels of female criminality, such as the sex role theory; Parsons, Sutherland • Feminists examine why the majority of women do not commit crime; focusing on socialisation. McRobbie, Oakley, Lees • Feminists highlight the controls placed on females in patriarchal society which prevent them from having the opportunities which may lead to criminality. Smart, Carlen, Heidensohn • Liberation theorists: the 'feminisation of the labour market'
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		<p>possibly increased women’s opportunities to engage in white collar crime; Adler</p> <ul style="list-style-type: none"> • Rise of ‘laddish’ & risk-taking behaviour amongst girls; Jackson, Denscombe, Hollands • Males commit more crime; pressure to be the breadwinner, provider and protector, pressure to prove masculinity, hegemonic masculinity, hypermasculinity, status, crisis of masculinity; Messerschmidt, Faludi, Cohen, Mac an Ghail, Mosher, Winlow • Women as victims are underrepresented in the official crime statistics. For example, domestic violence is significantly under-represented crimes in official statistics despite being a huge problem and in rape trials the victims often feel they are on trial and many women do not come forward leading to women as victims being under-represented; Walklate • The ‘dark figure’ of female crime and the growing awareness of domestic violence against males; Graham and Bowling • Other reasonable response <p>AO2: Application The selected knowledge should be directly related to the specific question – explanations for gender differences in patterns of crime.</p> <p>AO3: Analysis and evaluation Candidates may use some theories to challenge the apparent gender differences in patterns of crime:</p> <ul style="list-style-type: none"> • Liberation theory • Interactionism
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			<ul style="list-style-type: none"> • Postmodern view <p>Candidates are expected to discuss the weaknesses of explanations for gender differences in patterns of crime potentially including:</p> <ul style="list-style-type: none"> • Views which suggest the patterns are socially constructed and therefore don't represent the reality of the relationship between crime and gender e.g. chivalry, labelling, moral panics • Challenges to the chivalry thesis • Challenges to the view that the statistics are accurate (using the chivalry thesis as evaluation). • Challenges to the statistics: e.g. police discretion, stereotyping and labelling, the dark figure, moral panics • Challenges to liberation theory • The interdependence of the variables age, class, and ethnicity on patterns of female crime. • Other reasonable response.
<p>7</p>	<p>In what ways do material factors contribute to social class inequality in education?</p> <p>PLEASE REFER TO APPENDIX 1</p>	<p>10</p>	<p>AO1: Knowledge and understanding</p> <p>Due to the nature of this question, candidates may focus more on examples and/ or policies rather than studies – these should be credited equally.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • The poorest children are more likely to underachieve e.g. according to the Youth Cohort Studies • There is a direct relationship between income and educational attainment; Blanden and Greg • Low incomes can create a barrier to learning affecting funds for: <ul style="list-style-type: none"> ○ school trips

			<ul style="list-style-type: none"> ○ textbooks/ computers ○ private tuition ○ private schooling ○ moving to the catchment of a good school ○ space to do homework <ul style="list-style-type: none"> ● Ill health is more prevalent affecting attendance and performance at school; ● The marketisation of schools often leaves poorer children concentrated in less popular schools with fewer resources; Smith and Noble ● Institute of London report: despite similar grades, children with parents in professional or managerial jobs are more than three times more likely to attend a top university (Russell Group) than working-class students; Jerrim 2013 ● The introduction of tuition fees at universities; Callender and Jackson ● Globally, the most significant variable that determines educational opportunities in poorer countries is poverty; Filmer ● Children in poor countries less likely to attend school according to the World Inequality Database on Education (WIDE 2014) ● Other reasonable response. <p>AO2: Application The selected knowledge should be directly related to the specific question – ways in which material factors contribute to class inequality in education.</p>
8	To what extent are New Right views on the relationship between education and work relevant in	20	<p>AO1: Knowledge and understanding Candidates may consider theoretical approaches supporting</p>

	<p>contemporary society?</p> <p>PLEASE REFER TO APPENDIX 2</p>	<p>the view such as:</p> <ul style="list-style-type: none"> • New Right • Functionalism (where it overlaps with New Right views) <p>Arguments for the relevance of New Right views on the relationship between education and work in contemporary society, potentially including:</p> <ul style="list-style-type: none"> • New Right ideology has informed government policies on education since the 1979 Thatcher government. • The New Right neo-liberals believe the education system has placed too much emphasis on academic education, some of which has little relevance to the world of work. • The New Right called for greater emphasis on vocational education, such as courses which directly train students in workplace skills. • The role of education should be to instil drive, initiative and enterprise. • In the 1980s the New Right influenced Conservative government introduced Vocational Educational arguing that Britain needed job-related training in order to combat high levels of unemployment, to prepare young people for a range of new jobs emerging with new technologies, and to make them more competitive in a globalising economy e.g. National Vocational Qualifications (NVQs) and the Youth Training Scheme (YTS). • The New Right informed expansion of Vocational Education in the 1980s echoed a Functionalist view of education: preparing young people for work. Parsons • For both the New Right and the functionalists, the main role of education is the selection and allocation of pupils for their future roles in the workplace. The role of the education
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		<p>system is to ‘sift and sort’ individuals through a meritocratic system; Davis and Moore.</p> <ul style="list-style-type: none"> • The New Right maintain that the UK needs to become more competitive to ensure economic success within a global economy. • New Labour incorporated New Right ideas into its expansion of Vocational Education - a way to provide individuals with the training to be competitive in a globalised Post-Fordist, high skilled economy. The 2004 initiative to include work-related learning through the National Curriculum and Curriculum 2000 aimed for students to mix and match vocational, academic and key skills. • Labour’s Vocational Policy embraced New Right thinking: the New Deal 1998, Modern Apprenticeships scheme in 2002; Specialist schools, Academies, Applied GCSEs and A levels, post 16 vocational initiatives such as Advanced Diplomas. • Free schools were advocated by the New Right, a small but significant number have been opened. • Recent discussions on grammar schools echo the New Right emphasis on meritocracy • Other reasonable response <p>AO2: Application The selected knowledge should be directly related to the specific question – the relevance of New Right views on the relationship between education and work.</p> <p>AO3: Analysis and evaluation</p>
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		<p>Candidates may consider opposing theoretical approaches such as:</p> <ul style="list-style-type: none"> • Social Democratic • Marxism • Feminism <p>Arguments against the view that New Right views on the relationship between education and work are relevant in contemporary society, potentially including:</p> <ul style="list-style-type: none"> • Market forces disadvantage working class students, going against the meritocratic ideals. They also act to limit the pool of talent available to a competitive economy. ‘myth of meritocracy’ (Bowles & Gintis) • Marxists critique: the hidden curriculum and the correspondence principle lead to the future exploitation of working class children; Bowles and Gintis • NVQ and YTS in the 1980s were seen as an inferior qualification, much on-the-job training was of a low quality, Marxists view of the exploitation involved: Finn, Cohen, Craine, Evans, Davies & Biesta, Dale, Lee • Vocational GCSEs and 14+ qualifications are of little use in the outside world and may actually re-create the old tripartite system of inequality; De Waal • Vocational qualifications can affect choice of university and choice of subject which has implications for employment after university; Hoelscher • The Feminist critique of vocational education: that it helped reinforce rather than challenge traditional gender stereotypes; Buswell 1897, Francis 2005 • Liberal view of deschooling society as a critique; Illich • Other reasonable response.
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9	<p>Assess out-of-school explanations of ethnic differences in educational achievement</p> <p>PLEASE REFER TO APPENDIX 3</p>	40	<p>AO1: Knowledge and understanding</p> <p>There will be some knowledge of the differences in performances and more than one ethnic group may be referred to such as White British, African-Caribbean, Pakistani, Bangladeshi, Chinese and Indian groups.</p> <p>Influence of peers can be applied as an out-of-school factor (AO1) or as in in-school factor (AO3).</p> <p>Candidates may consider different theoretical approaches supporting the out-of-school explanations such as:</p> <ul style="list-style-type: none"> • Functionalism • New Right • Marxism <p>Candidates are expected to discuss out-of-school explanations of ethnic differences in educational achievement potentially including:</p> <ul style="list-style-type: none"> • Material factors: levels of poverty are higher amongst minority ethnic groups, with lower rates of employment than white people, particularly Pakistanis, Bangladeshis and black Africans, however the impact of poverty is less significant than it is for the white population; Platt • Some ethnic minority pupils e.g. Indians and African Asians may use their cultural capital to overcome material disadvantages. Modood • Cultural aspirations: Chinese students are the highest achieving ethnic group regardless of class background. 'Tiger mums'; Archer and Francis • Attitudes of parents: White working class families may have experienced poverty and unemployment for up to three generations but do not necessarily believe education will change anything; Strand
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		<ul style="list-style-type: none"> • The myth of return; Bolognani • Language: for some children from minority ethnic groups, such as children from Pakistani and Bangladeshi households, English is not their first language. • Street culture and style of black masculinity adopted by some African Caribbean boys; Sewell • Other reasonable response <p>AO2: Application The selected knowledge should be directly related to the specific question – out-of-school explanations of ethnic differences in educational achievement.</p> <p>AO3: Analysis and evaluation: Candidates may consider opposing views such as:</p> <ul style="list-style-type: none"> • Interactionism <p>Candidates are expected to discuss the weaknesses of out-of-school explanations of ethnic differences in educational achievement potentially including:</p> <ul style="list-style-type: none"> • Institutional racism: ethnic minority pupils are treated less favourably than white students. • The ethnocentric curriculum; Coard, Troyna and Williams • Parental expectations are often high, yet there is still underachievement e.g. black Caribbean boys; Strand • Teachers having lower ‘racialised expectations’ of children from minority ethnic groups; Gillborn and Youdell • Disciplinary concerns such as the control and punishment of black students given greater priority than academic concerns; Gillborn and Youdell • Educational triage: when teachers focus on pupils who
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			<p>might gain a grade C: this disproportionately affects black ; Gillborn and Youdell</p> <ul style="list-style-type: none"> • The variables of ethnicity, gender and social class may interact in explaining ethnic differences in attainment. Mirza • Teacher stereotypes of different ethnicities, such as disruptive, passive, conscientious; Wright, Connelly • Both boys and girls from minority ethnic groups may challenge teacher expectations using a number of survival strategies; e.g. ‘resistance within accommodation’ anti-school, pro-education; Mac an Ghail • Challenge to language as an explanations; Dustmann • Sewell has been criticised for generalising from a small unrepresentative ethnographic study, misrepresenting black culture and blaming African Caribbean’s for their own underachievement. • Setting is often based on teacher perceptions and interpretations rather than objective measures of ability; Gillborn and Youdell • Attempting to separate inside school and outside school factors is artificial. Candidates may point to the importance of class and gender as variables in relation to ethnic differences in educational achievement. • Other reasonable response.
<p>10</p>	<p>In what ways is religiosity influenced by ethnicity?</p> <p style="text-align: center;">PLEASE REFER TO APPENDIX 1</p>	<p>10</p>	<p>AO1: Knowledge and understanding</p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> • The concept of ‘religiosity’: cognition, affect, practices; Cornwall • A 1997 study found that the religion of minority ethnic groups can be a source of explicit and active commitment, with many members of minority ethnic groups rating their

		<p>religion highly in terms with how they live their lives; Modood</p> <ul style="list-style-type: none"> • Pentecostal churches have a variety of functions which help meet the specific needs of the black community in Bristol; Pryce • Some minority ethnic groups may be caused to ‘turn inwards’ to religion as a source of support in the face of racism; Cashmore & Troyna • Black liberation theology might be promoted to help meet the needs associated with migration and assimilation into a different culture; Beckford • Church attendance among minority ethnic groups is increasing partly as a result of immigration, also the intense community involvement of black churches; Brierley • The religion of minority ethnic groups has a social and cultural significance in addition to religious commitment; Bird • The religion of minority ethnic groups continues to function as a cultural defence and cultural transmission; Wallis and Bruce • While statistics suggest younger members of minority ethnic religions are less religious, in general minority religions have responded with accommodation and renewed vigour to the task of settling into UK society, e.g. the popularity of Islam; Chryssides • Other reasonable response <p>AO2: Application The selected knowledge should be directly related to the specific question – ways in which religiosity is influenced by ethnicity.</p>
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11	<p>To what extent does data on religious practice suggest that secularisation is occurring?</p> <p>PLEASE REFER TO APPENDIX 2</p>	20	<p>AO1: Knowledge and understanding</p> <p>Candidates may consider the views of the pro-secularisation theorists who accept empirical evidence on religious practice and conclude that secularisation is occurring in society and the views of sociologists who approach the data on religious practice with more caution.</p> <p>Candidates may examine data from both the developed and developing worlds.</p> <p>Candidates may discuss different theoretical explanations including:</p> <ul style="list-style-type: none"> • Pro-secularisation theorists • Some postmodernists <p>Candidates are expected to discuss pro-secularisation interpretations of the data on religious practice, potentially including:</p> <ul style="list-style-type: none"> • Secularisation is likely to be defined: 'the process whereby religious thinking, practices and institutions lose social significance'; Wilson • Religious practice such as attending places of worship, participation in worship, personal devotion, religious pilgrimages, attending religious ceremonies attached to 'rites of passage', membership of a religious organisation; Smart • Census data from 1851 reveals a decline in percentage of the population that attend church, from 40% in 1851 to 20% in 1951; National Census • Data from the Church Census shows a similar decline, 12% of the population attended Sunday services in 1979, declining to 6% in 2005; Brierley
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		<ul style="list-style-type: none"> • Pro-secularisation theorists suggest this is a significant decline in religious practice as attendance in church on a Sunday is historically an important indicator of religious practice within religious tradition religious practice; Brierley • Although new churches are opening, more are closing so that there is a net decline. • Statistics reveal a decline in attendance at key religious ceremonies, referred to by Sanderson of the National Secular Society as the core business of ‘hatch, match and dispatch’ i.e. baptisms, marriages, funerals; the data can be found in British Religion in Numbers • Data that suggests an increase in Christian practice in Africa and Asia is less rigorous and more open to conjecture than the more reliable and valid British data • Church attendance is socially approved of in US society and people may exaggerate their attendance; Hadaway • Data that reveals a growth in New Religious Movements as well as older sects such as Jehovah’s Witnesses and Mormons, does not compensate for the declining numbers from larger religious institutions; indeed it is seen as evidence of secularisation; the ‘last outpost of religion in a secular society’ and are a symptom of religions decline; Wilson, Bruce • NSMs are described as ‘islands in a secular sea’ (Berger), almost irrelevant to modern society; Wilson • Data on age suggests the decline in attendance is greater amongst the young, suggesting that as congregations age and fewer young people join, they could die out altogether; Brierley • The development of secularisation can be uneven, but will occur; Bruce
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		<ul style="list-style-type: none"> • Other reasonable response. <p>AO2: Application The selected knowledge should be directly related to the specific question – the extent to which data on religious practice supports secularisation..</p> <p>AO3: Analysis and evaluation Candidates may discuss approaches which challenge the view such as:</p> <ul style="list-style-type: none"> • Anti-secularisation theorists • Marxism • Functionalism • Postmodernists <p>Candidates are expected to discuss the views of sociologists who are more cautious about interpretations of the data on religious practice as evidence of secularisation, potentially including:</p> <ul style="list-style-type: none"> • Wilson’s definition of secularisation accused of ethnocentricity, describing ‘de-Christianisation’ rather than secularisation, ignoring growth of religions, such as Islam. • A decline in church attendance might not necessarily equate to an increase in secularisation. The notion of an ‘age of faith’ in the past is an illusion partly created by a focus on the religious behaviour of elite groups in society, about which we have more information than the majority of people; Hamilton • Sociologists who interpret a decline in Church attendance on a Sunday as evidence of a decline in religious practice may fail to question whether the data reflects a change in religious practice rather than a decline.
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		<ul style="list-style-type: none"> • Many churches, such as the Church of England have religious events during the week as well as at the weekend; collecting data on attendance at these events might provide a more accurate picture. • Furthermore researchers who concentrate on mainstream Christian religious groups they may overlook increases in attendance in different branches of Christianity. For example Baptist Churches, Pentecostal churches and Eastern Orthodox churches have experienced an increase in attendance figures (Brierley). This suggests some religious organisations are not part of a religious decline and cannot be used to support pro-secularisation theorists. • Researchers have found it difficult to measure more covert aspects of religious practice such as prayer and meditation in the home; Jackson. • It is possible that as society has become more privatised, so has religious practice. Greater levels of personal freedom and individualism may have led to more people choosing to regard religion as a private matter; Hamilton • While there appears to be a decline in attendance at key religious ceremonies in Britain, many people in the USA continue to attend church and profess Christian faith. • The UK is today a multicultural and multi-faith society; therefore to assume secularisation is occurring on the basis of an analysis of the data on Christianity is to dismiss the importance of other world faiths found in Britain. Migrant groups have brought their practices to the UK. This includes ‘black’ Pentecostal groups, Islam: the fastest growing religion in Britain, RC migrants from European countries such as Poland. • Global data on religious practice suggests that Britain is an
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		<p>exception; for example a report suggested that current trends suggest Christianity is expected to grow in both Africa and Asia; Christianity in its Global Context 1970-2020 report, 2013</p> <ul style="list-style-type: none"> • Global social changes are enhancing the importance of religion. Some young Muslims have returned to Islam in response to the notion that Islam is under attack globally; Moore • Global picture: decline of established religion in most of the developed world and continued strength of religion across the rest of the world. Berger conceded, generally the world is ‘furiously religious’. Digital communication technology provides religions with a medium to spread their message. • Data also reveals a growth in New Religious Movements as well as older sects such as Jehovah’s Witnesses and Mormons, anti-secularisation theorists interpret this data as evidence that the tide towards secularisation is turning. • The participants of NRMs and the New Age Movement engage in activities that cannot be accurately quantified; their spirituality may be more ‘privatised’ rather than overt and may represent change rather than decline; The Kendal Project, Woodhead and Heelas • Declining numbers does not necessarily equate with secularisation. ‘Believing without belonging’; Davie • When tragedies occur in society many attend places of worship as there is a need for the public ritual or worship offered in the established church; Davie • Data on secularisation may not signify an end to religion itself, but part of a dynamic cycle of secularisation, innovation and religious revival; Stark and Bainbridge • Other reasonable response
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12	<p>Assess Weberian views on relationship between religion and social and economic change. PLEASE REFER TO APPENDIX 3</p>	40	<p>AO1: Knowledge and understanding</p> <p>*There will be some knowledge of arguments that support Weberian views on the relationship between religion and social and economic change, potentially including:</p> <ul style="list-style-type: none"> • Weber discussed fundamental questions about the meaning of life that may be explained through ‘religious theodicies’. Some theodicies justify the status quo, others encourage change; Weber • Weber in ‘The Protestant Ethic and the Spirit of Capitalism’ identified the theodicy of the Calvinists as helping facilitate the dramatic economic and social change known as the Industrial Revolution. • Religion was also a conservative force. Weber used the ‘theodicy of disprivilege’ to describe a situation whereby those who experience hardship and social disadvantage are able to endure their circumstances because they believe they will be compensated in the future or next life. This theodicy prevents change as it encourages individuals to accept ‘their lot’ until salvation inevitably arrives. Older people and women who are disadvantaged are more likely to accept things as they are; Weber • The theodicy of the protestant ethic was different to that of other religious teachings and as a result the ‘protestant work ethic’ became linked to the ‘spirit of capitalism’; i.e. the constant effort to make a profit. • Religion became as force for change as Capitalism would not have developed if the protestant work ethic had not been there. • Unlike Marxists, Weberians recognise that Industrial capitalism was caused by many factors, one of which is ideas and beliefs: often religious, not simply economic
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		<p>factors. Therefore Weber’s ideas were more sophisticated and multi-faceted.</p> <ul style="list-style-type: none"> • Other reasonable response <p>AO2: Application The selected knowledge should be directly related to the specific question – Weberian views on the relationship between religion and social and economic change.</p> <p>AO3: Analysis and evaluation Candidates may consider theoretical approaches which challenge the view such as:</p> <ul style="list-style-type: none"> • Marxism • Functionalism • Feminism • Postmodern views <p>Candidates will consider criticisms of Weberian views on the relationship between religion and social and economic change, potentially including:</p> <ul style="list-style-type: none"> • The difficulty of producing conclusive arguments for and against Weber’s ideas e.g. Capitalism did not develop very quickly or efficiently in Scotland which had strong Calvinist influences; Kautsky • Some countries with large Calvinist populations such as Norway and Sweden did not industrialise; Kautsky • Slavery, colonialism and piracy might have been more important than Calvinist beliefs in accumulating the capital required for industrialisation. • Marxists argue that capitalism predates Calvinism, indeed early capitalists may have been attracted to Calvinism
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		<p>because it made their interests appear legitimate; Kautsky</p> <ul style="list-style-type: none">• Marx: 'religion is the opium of the people', therefore a conservative force rather than a force for change.• Marx argued that capitalism developed due to conflicts between social classes based on economic matters such as ownership and control, in contrast to Weber who maintained that people are motivated by meanings and motives including religious ideas.• Calvinists were successful capitalists for reasons other than their religion. They were attracted to the business world because they were legally barred from other kinds of work.• Feminists maintain religion has a conservative role in society, maintaining patriarchal dominance• Functionalist alternative view: during the Industrial Revolution, religion acted as a conservative force, rather than a force for change helping to create social solidarity and order within a rapidly changing society; Durkheim• Postmodern writers criticise the relevance of Weberian grand narrative ideas in 21st century discussions about the relationship between religion and social and economic change.• 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 supported by evidence..</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.</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>
2	2-3	<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 limited structure. The response is supported by limited evidence.</p>
1	1	<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>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>
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 of marginal relevance.
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	<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 supported by evidence.</p>
3	5-6	<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.</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>
2	3-4	<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 limited structure. The response is supported by limited evidence.</p>
1	1-2	<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>The material 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>
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		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.
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.
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.
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.
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
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. The response is relevant and supported by evidence.</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.</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>
2	5-8	<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 limited structure. The response is supported by limited evidence.</p>
1	1-4	<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>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>
0		No relevant knowledge or understanding.

AO2: Application (8 marks)

Level	Mark	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		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 the response a reflective tone. The candidate may reach a critical and reasoned conclusion.
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. The candidate may reach a critical but brief conclusion.
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.
1	1-4	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit evaluation is present. There is unlikely to be a conclusion.
0		No relevant sociological evaluation or analysis.

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