



Oxford Cambridge and RSA

**GCE**

**Sociology**

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

A Level

**Mark Scheme for June 2022**

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

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

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

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

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

© OCR 2022

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM Assessor

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

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

### MARKING

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

#### **Rubric Error Responses – Optional Questions**

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

**Multiple Choice Question Responses**

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

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

**Contradictory Responses**

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

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

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

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

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

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

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

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

Award Zero '0' if:

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

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

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

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

## 11. Annotations

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

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

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

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

You should ensure that you have copies of these materials.

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

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

**USING THE MARK SCHEME**

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

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

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

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

Question	Answer	Marks	Guidance
1	<p data-bbox="300 201 1151 296">* With reference to Source A and your wider sociological knowledge explain how the development of social media has created opportunities that empower young people.</p> <p data-bbox="300 331 808 363"><b>AO1: Knowledge and understanding</b></p> <p data-bbox="300 368 533 395"><b>Level 4: 5 marks</b></p> <p data-bbox="300 400 1151 568">The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The material presented is relevant and supported by evidence. <i>There will typically be two developed points of knowledge.</i></p> <p data-bbox="300 635 562 667"><b>Level 3: 3–4 marks</b></p> <p data-bbox="300 671 1133 871">The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence. <i>There will typically be one developed point of knowledge, or 2 underdeveloped points.</i></p> <p data-bbox="300 975 533 1007"><b>Level 2: 2 marks</b></p> <p data-bbox="300 1011 1151 1211">The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The material has some relevance and is supported by limited evidence. <i>There will typically be one underdeveloped point of knowledge, or two or more undeveloped points.</i></p> <p data-bbox="300 1315 517 1347"><b>Level 1: 1 mark</b></p> <p data-bbox="300 1351 1043 1414">The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant</p>	9	<p data-bbox="1308 201 1816 233"><b>AO1: Knowledge and understanding</b></p> <p data-bbox="1308 237 1771 264">This might include consideration of:</p> <ul data-bbox="1308 269 2107 1414" style="list-style-type: none"> <li data-bbox="1308 269 2107 381">• Social capital – useful social contacts and networks which can be used to increase an individual’s economic or educational capital; Bourdieu, 1992</li> <li data-bbox="1308 386 1995 461">• Postmodernism create and choose one’s identity: Bjorkland Facebook autobiography</li> <li data-bbox="1308 466 2074 541">• Access informal channels of education: Miller et al UCL research 2016</li> <li data-bbox="1308 545 2107 652">• Social media provides an opportunity to socialise, not just a means of communication; Miller et al UCL research 2016</li> <li data-bbox="1308 657 2018 732">• Access to millions of young people for activism e.g. climate change concerns; Lopes 2014, Greta Thunberg</li> <li data-bbox="1308 737 2107 844">• 90% of teenagers in Europe are active users of Facebook and that the majority have access to smart phones; Miller et al UCL research 2016</li> <li data-bbox="1308 849 2074 924">• Social networks can create broader social connections. Marche</li> <li data-bbox="1308 928 2018 1035">• Social media enables social relationships to be maintained in spite of individualisation and a hectic everyday life; Rasmussen, 2014</li> <li data-bbox="1308 1040 2063 1131">• Facebook, Twitter, may give a voice to individuals that otherwise would not be heard; Shirky, 2011</li> <li data-bbox="1308 1136 2107 1291">• Social media, such as WhatsApp, liberalising e.g. young women in Muslim southeast Turkish site; it has created possibilities for cross-gender contact and the fulfilment of romantic aspirations; Miller et al UCL research 2016</li> <li data-bbox="1308 1295 2107 1414">• New sources of information for young people that cannot be easily controlled by authoritarian regimes; Tufekci and Wilson 2012</li> </ul>

	<p>sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The material is basic and communicated in an unstructured way. <i>There will typically be one undeveloped point, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to apply relevant source material and wider sociological knowledge to the question. The candidate has explicitly and frequently applied relevant material from at least one of the sources. <i>There will typically be two relevant applications of the source material. Material will be fully focused on the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to apply source material and wider sociological knowledge to the question. The candidate has occasionally applied relevant material from at least one of the sources, or frequently applied the source(s) in a less focused way. <i>There will typically be at least one relevant reference to the source material. The material's relevance to the question may be more implicit in places.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to apply source material and wider sociological knowledge to the question. The candidate has occasionally made use of material from the source(s) in an implicit way or merely recycled source material. <i>There will typically be at least one recycled/ implicit reference to the source material. The material's relevance may be implicit.</i></p> <p><b>Level 1: 1 mark</b> The candidate shows a limited ability to apply source</p>	<ul style="list-style-type: none"> <li>• Developments in digital communication have enabled people with a 'muted voice' to be heard, e.g. Malala Yousafzai</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> In this question AO2 is awarded for use of source/s <b>and</b> focus on the question: '<i>opportunities that empower young people</i>'.  Though the question specifies Source A, candidates should be equally credited for an accurate application of relevant material from Source B.</p> <p>References to the source might include:</p> <ul style="list-style-type: none"> <li>• Young people can use social media to interact, create and share ideas (as in Source A)</li> <li>• Instant access to other young people (as in Source A)</li> <li>• Communicating through social media, where there are no geographical boundaries, is quick and easy (as in source A)</li> <li>• Developments in social media enable information to be easily shared with people at a global level (as in Source A)</li> </ul>
--	---	--

		<p>Material and/ or wider sociological knowledge to the question. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials.</p> <p><i>There will typically be one recycled/ implicit reference to the source material, and the focus on the question may be implicit with no additional material to apply.</i></p> <p><b>0 marks</b> No relevant sociological application.</p>		
2		<p>With reference to Source B and your wider sociological knowledge, evaluate the view that living in a 'global village' is a negative development for people worldwide.</p> <p><b>AO1: Knowledge and understanding</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the evidence is generally accurate and detailed. The material presented is relevant and supported by evidence. <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped, <b>or</b> narrow. The material presented is mostly relevant and supported by some evidence. <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and</p>	10	<p><b>AO1: Knowledge and understanding</b> Relevant contemporary examples should be rewarded the same AO1/ AO3 marks as references to studies.</p> <p>Arguments that living in a 'global village' is a negative development for people worldwide.</p> <ul style="list-style-type: none"> <li>• Connection with others across the world can occur so quickly, so hard to regulate</li> <li>• In the global village there is less privacy as people volunteer personal information to sites such as Facebook, Instagram</li> <li>• more opportunities for the powerful to challenge those who challenge their views.</li> <li>• Endangered Languages. Serious risk of losing some cultures forever</li> <li>• Culture of the global village is predominately Western</li> <li>• Cultural homogenisation, leads to uniformity and standardisation: Hall</li> <li>• Global monoculture 'sterile, dull, and artificial'; Johnson 2007</li> <li>• Countries with more economic influence e.g. USA, will control cultural standards by which the rest of the world will have to live; John Harris, 2007</li> </ul>

	<p>contain some inaccuracies. The response may be partial and undeveloped but will have some relevance. <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented, and the response may be largely based on common sense; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 2: 2 marks</b> The candidate demonstrates an excellent or good ability to apply relevant source material. The candidate has explicitly applied material from at least one of the sources. <i>There will typically be at least one partially developed reference to source material.</i></p> <p><b>Level 1: 1 mark</b> The candidate shows a basic or limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way. <i>There will typically be at least one undeveloped reference to source material.</i></p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed</p>	<ul style="list-style-type: none"> <li>• Global monoculture threatens economies; Vandana Shiva, 2000</li> <li>• Global village development may lead to conflicts between cultures, cause a fragmentation of culture, or cultural domination by more developed countries.</li> <li>• Internet makes more information available to more people but determining its validity is more difficult; Crichton 2003</li> <li>• Governments may experience leaks of confidential information which might threaten the 'national interest'.</li> <li>• Internet not well regulated - provided opportunities for criminal groups to develop; Cochrane and Pain.</li> <li>• The global village is a patriarchal village; Feminists</li> <li>• Some people in the developing world, may feel their cultures threatened by an increasingly dominant global village culture - may decide to fight to preserve their cultures; increase in fundamentalism, Iraq; Seabrook</li> <li>• Retaliation against a global culture could lead to increase in global terrorism; Seabrook; Kingsbury</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> <b>In this question AO2 is awarded for use of source/s</b> Though the question specifies Source B, candidates should be equally credited for an accurate application of relevant material from source A. References to the source might include:</p> <ul style="list-style-type: none"> <li>• Some believe we now live in a virtual unified 'global village' (as in Source B)</li> <li>• In the global village there is less privacy (as in Source B)</li> <li>• The unique differences between cultures become less obvious (as in Source B)</li> </ul>
--	--	--

	<p>evaluation points. There may be a critical and reasoned conclusion. <i>There will typically be two developed points challenging the view in the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped <b>or</b> narrow. The candidate may reach an explicit but brief conclusion. <i>There will typically be one developed point or two underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative. <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one undeveloped point challenging the view in the question, or a vague representation.</i></p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>	<ul style="list-style-type: none"> <li>• Through hashtags, people can discuss global issues such as climate change (as in Source B)</li> </ul> <p><b>AO3: Analysis and evaluation</b> Arguments against the view that living in a ‘global village’ is a negative development for people worldwide.</p> <ul style="list-style-type: none"> <li>• People can connect quickly through technology, not reliant on face-to-face contact; McLuhan, Carter.</li> <li>• Constraints of time and physical distance irrelevant in the global village and people have ease of access to others; Giddens, Boellstorff.</li> <li>• In the global marketplace, more fortunate countries may come to the aid of less fortunate ones.</li> <li>• In the global village, people are free from the ‘tyranny of geography’ - increasingly free to choose cultural experiences which may enrich lives; Legrain, 2003</li> <li>• Members of the ‘global village’ can share a common culture; Giddens</li> <li>• Opportunities for detraditionalisation, Giddens 1999.</li> <li>• Global communication in global village increases awareness of risks and may lead to rise in social movements challenging, e.g. threat of terrorism, pandemics Giddens, Beck, 1992</li> <li>• Opportunity to challenge traditional ideas - positive impact on the lives of those experiencing inequality and oppression; Cohen and Kennedy, Haraway</li> <li>• Opportunity to create new ideas and interpretations e.g. through postmodern feminism; Cohen and Kennedy</li> <li>• Pluralism – opportunities for fusion and global hybrid styles in fashion, music, lifestyle</li> <li>• Other reasonable response</li> </ul>
--	--	---

3	<p>Evaluate the sociological view that older people have benefitted from advances in digital forms of communication.</p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. The material presented is supported by evidence.  <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. The material presented is supported by some evidence.  <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i></p>	16	<p><b>AO1: Knowledge and understanding</b>  Candidates should consider whether older people have benefitted from advances in digital forms of communication.</p> <ul style="list-style-type: none"> <li>• More older people are using the internet; Berry, 2011</li> <li>• Websites being designed to encourage participation and benefits include less isolation from friends and family.</li> <li>• Positive impact of social networking sites on older sections of population can be profound; Miller</li> <li>• Finerday social networking site helping older generations maintain contact with families, carers</li> <li>• Social networking can enrich lives of older adults - facilitating better interpersonal relationships; Chopik, 2016</li> <li>• Increasing number of older adults acknowledge the benefits of technology use e.g. technology makes it easier to reach people, stay in touch and meet new people; Cotton, 2013, Vagner, 2010, Sum, 2008</li> <li>• Technology enhances convenience in seeking out information; Sum, 2008</li> <li>• Increasing numbers of older people believe benefits of technology greatly outweigh the costs and challenges; Mitzner, 2010</li> <li>• Some older people use technology as often as younger adults; Olson, 2011</li> <li>• Positive effects of internet on psychological health: Shaw and Gant; 2002</li> <li>• Using Internet may be associated with lower depression and loneliness and higher levels of social support, life satisfaction, purpose in life, and social life. Using technology can prevent feelings of loneliness; Vosner, 2016</li> <li>• Opportunities face time family members living elsewhere; Centre for Research on Families and Relationships, 2016</li> <li>• Ease of access for elderly and disabled order to prescriptions online; Centre for Research on Families and Relationships, 2016</li> </ul>
---	---	----	--

	<p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question</p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good ability to apply sociological material. The material is potentially relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly/ and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.</p> <p><b>0 marks</b>  No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed. The candidate may reach a critical and reasoned conclusion.  <i>There will typically be three developed points or two developed points and one underdeveloped point challenging the view in the question.</i></p>	<ul style="list-style-type: none"> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question - view that older people have benefitted from advances in digital forms of communication.</p> <p><b>AO3: Analysis and evaluation</b>  Arguments challenging the view that older people have benefitted from advances in digital forms of communication</p> <ul style="list-style-type: none"> <li>• There is a digital generational divide in terms of access to the internet fewer older people than younger generations have benefitted from advances in digital forms of communication; Berry, 2011</li> <li>• 79% of households below state pension age have internet access, compared to 37% above state pension age; Berry, 2011</li> <li>• Many older adults feel anxious and intimidated by thought of using new technologies; Vroman, 2015, Braum, 2013</li> <li>• 50% in Age UK survey who did not use the internet said, 'I don't know how to use it,' over a third said it was 'too complicated.' Age UK, 2015</li> <li>• Costs for elderly can be prohibitive Centre of Economic and Business Research 2015, Centre for Research on Families and Relationships, 2016</li> <li>• Digital literacy not universal amongst the older generation, those in poverty can become marginalised; Carter</li> <li>• Speed of change requires renewed efforts to help people get online, and stay online, this needs adequate and sustainable funding; Age UK, 2015</li> <li>• Knowledge gap as the older generations are no longer regarded as wise;' Friedman, 2007</li> <li>• Older generations less receptive to DC and youth have more status than their grandparent's generation; Boellstorff, Berry</li> </ul>
--	--	--

	<p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped <b>or</b> narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be two developed points or three underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be undeveloped. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative. <i>There will typically be one developed or two underdeveloped points challenging the view in the question. A range of undeveloped points may also be seen at this level.</i></p> <p><b>Level 1: 1–2 marks</b> The candidate demonstrates a limited ability to analyse and evaluate. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one or two undeveloped or vague points which could potentially challenge the view in the question. One underdeveloped point may be seen to reach the top of this level.</i></p> <p><b>0 marks:</b> No relevant sociological evaluation or analysis.</p>	<ul style="list-style-type: none"> <li>• Technological advances may even further isolate older adults from society; Riley, 1994, Age UK, 2015</li> <li>• People use social media in place of actual communication impacts negatively on older members of society; Centre for Research on Families and Relationships, 2016</li> <li>• Elderly can be excluded from routine activities e.g. online banking, online shopping, access to information - can lead to feelings of loneliness; Damant and Knapp, 2015</li> <li>• Older generation might find it difficult to use internet, need to design technological devices customized for older adults – e.g. use large fonts; Berry, 2011, Young, 2017</li> <li>• Other reasonable response</li> </ul>
--	--	--

4	*	<p>In what ways are self-report studies a useful measurement of crime?</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>In this question, methodological issues such as validity should be credited in the same way as studies and other concepts.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Alternative way of measuring crime – asking people which crimes they have actually committed.</li> <li>• Insight into ‘dark figure of crime’; Hough and Mayhew</li> <li>• Insight mainly into crimes carried out by young people and mainly minor crime and deviance, often not picked up in either police recorded statistics or the CSEW</li> <li>• Qualitative insights, e.g. The Jack-roller insights into life history of a criminal; Shaw</li> <li>• Favoured by interpretive sociologists</li> <li>• Often challenge picture of ‘typical criminal’ presented in police recorded statistics.</li> <li>• Far more crime and deviance admitted by females than police statistics suggest; Campbell, 1981</li> <li>• Self-report studies have revealed over-representation of working-class crime: Marxists</li> <li>• Self-report studies often longitudinal, examining a range of variable such as education, gender, location, ethnicity</li> </ul> <p>Cite studies and their advantages:</p> <ul style="list-style-type: none"> <li>• Cambridge study followed criminal careers of boys aged 8-32 years; Farrington, 1989, 200a, 2001</li> <li>• Longitudinal study: Edinburgh Study of Youth Transitions and Crime, includes gender differences.</li> <li>• Offending, Crime and Justice Survey - focussed on youth offending, Wilson et al., 2006</li> <li>• MORI annual youth survey - studied both offending and victimisation amongst 11 to 16-year-olds in mainstream education. Approximately 5000 young people interviewed each year from 2001 to 2005; Phillips and Chamberlain, 2006</li> <li>• Other reasonable response.</li> </ul>
---	---	---	----	--

					<p><b>AO2: Application</b> The selected knowledge should be directly specific to the question, the ways self-report studies are a useful measurement of crime.</p>
5	*	<p>Assess the view that traditional socialisation is the main influence on patterns of offending amongst males.</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• The sex-role explanations e.g. hegemonic male pressure to be provider and protector Messerschmidt</li> <li>• Proving masculinity e.g. a reputation for violence, a hard gang member, number of sexual conquests Messerschmidt</li> <li>• Pressure to display hegemonic masculinity might lead to 'hypermasculinity' -Mosher</li> <li>• Availability of socialisation spaces away from the street corner; Baird</li> <li>• Crisis of masculinity leading to new masculine careers e.g. drug dealing Winlow</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question – view that traditional socialisation is the main influence on patterns of offending amongst males.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to consider criticisms/alternative perspectives of the view that traditional socialisation is the main influence on patterns of offending amongst males.</p> <p>They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Subcultural theories</li> <li>• Postmodern views</li> <li>• Marxism</li> </ul>	

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

			<ul style="list-style-type: none"> <li>• Law enforcement tend not to enforce the law against the ruling class; Reiman</li> <li>• Crime - inevitable outcome of capitalist values e.g. greed, looking after oneself at the expense of others, also poor people driven to crime by desperate conditions; Bonger; Gordon</li> <li>• Crime diverts attention etc Selective law enforcement; Gordon</li> <li>• Vagrancy law changed in 1530 to meet needs of merchant class - punished anyone on the road without a job- presumed to be a highwayman: Chambliss</li> <li>• New Criminology combined traditional Marxist ideas with interactionism.</li> <li>• Policing the Crisis, 1970s economic and social crisis, growth of 'muggings', media outrage, scapegoating; Stuart Hall</li> <li>• Critical criminology: the law reflects the interests of the ruling class, the state will break its own laws, to protect itself or the interests of major capitalist corporations; Ross</li> <li>• States crimes in other countries or against other countries to benefit major economic organisations; Barak</li> <li>• Crimes of the powerful, scrutinising states and corporations, examined US and Iraq; Tombs and Whyte</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question – the view that the law discriminates against the working class.</p> <p><b>AO3: Analysis and evaluation</b> Candidates will evaluate the view the law discriminates against the working class.</p> <p>They may consider theories such as</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Feminism</li> </ul>
--	--	--	---

			<p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Traditional Marxist views ignore the experiences of victims of crime</li> <li>• Traditional Marxist view ignores complexity of influences on law-making behaviour</li> <li>• New Criminology strayed too far from Marxist tradition: Hirst</li> <li>• New Criminology too romantic a view of criminals; Rock, Young</li> <li>• No specific discussion of power of patriarchy in New Criminology analysis: Carlen</li> <li>• Difficult to study crimes of the state; Green and Ward</li> <li>• States prevent sociologists studying crimes of the state, e.g. by restricting access to information and funding; Tombs and Whyte</li> <li>• Issue of crimes of the state becomes complex to study when the idea of 'human rights' are brought into the debate; Green and Ward</li> <li>• The law reflects the collective conscience of society; Durkheim</li> <li>• The criminal justice system operates to look after the interests of society as a whole, to avoid anomie; Durkheim</li> <li>• The process of prosecution provides a means of checking whether the law reflects the views of the majority of society</li> <li>• Candidates may criticise the ideological and methodological underpinnings of the theoretical explanations.</li> <li>• Other reasonable response</li> </ul>
--	--	--	---

7	*	<p>In what ways does teacher labelling influence the achievement of different ethnic groups in education?</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Labelling –process that occurs in school, based on stereotypes, favoured by interactionists; Becker</li> <li>• Labelling in school can negatively impact on achievement; Wright, Connolly, Mac an Ghail, Gillborn and Youdell</li> <li>• Despite teachers’ low expectations and negative labelling of black girls, the girls performed well in education; Mirza</li> <li>• Labelling linked to racialised teacher expectations and can lead to self-fulfilling prophecy; Gillborn and Youdell</li> <li>• The education system is failing black children, low expectations; Davidson and Alexis</li> <li>• ‘Halo effect’ discriminatory; Hargreaves</li> <li>• Labelling influences a child’s ‘self-concept’ – how we are labelled affects how we see ourselves; Mead</li> <li>• Teacher labelling involves speculation, working hypothesis, elaboration, stabilisation; Hargreaves</li> <li>• Setting and streaming involves labelling based on stereotypes to detriment of some children from minority ethnic groups e.g. entered for foundation level exams; Gillborn and Youdell</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b></p> <p>The selected knowledge should be directly related to the specific question - ways teacher labelling influences educational achievement of children from different ethnic groups in education.</p>
---	---	--	----	---

8		<p>Assess social democratic views of education.</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates will demonstrate knowledge and understanding of social democratic views. Candidates may assess educational policies in addition to studies to aid discussion. <b>Relevant policies should be credited in the same way as studies.</b></p> <p>Candidates are expected to discuss the social democratic view of education including:</p> <ul style="list-style-type: none"> <li>• Social democratic view that role of education: equality of opportunity to promote economic growth</li> <li>• Similarity with functionalism idea of meritocracy but with more focus on application to policy</li> <li>• Unlike functionalism: equality of opportunity remains an idea rather than reality; Halsey, 1980</li> <li>• Class differences in outcome result in wastage of ability and talent; Halsey</li> <li>• Role of education system - to ensure highly trained specialised competitive workforce; government investment required</li> <li>• Influenced New Labour 1997-2010, e.g. education policies designed to tackle social exclusion</li> <li>• Social democratic compensatory policies focused on working class social mobility e.g. EAZs, EiC, introduction of Academies, EMA</li> <li>• Social democratic views - in the Coalition government The Equality Strategy - Building a Fairer Britain, 2010</li> <li>• Sure Start – early intervention Labour government 1997-2010</li> <li>• Pupil Premium</li> <li>• Evidence in support of social democratic approach and working-class inequalities; DfEd, 2012, Sippitt, 2014</li> </ul>
---	--	--	----	--

			<ul style="list-style-type: none"> <li>• Fewer bright children from disadvantaged backgrounds apply to university, therefore social democrats argue policies needed to address this; Adams, Reay</li> <li>• Social democratic approaches Labour government's expansion of higher education – 1997-2010</li> <li>• In support, the expansion of H.Ed increase in graduate skills in the labour force and overall raised productivity; Holland, 2013</li> <li>• Since 2010 Social democrats criticised New Right systems may impede equality of opportunity, draw on Ball's (2008) notion of parentocracy benefitting middle class children.</li> <li>• Other reasonable response</li> </ul> <p><b>A02: Application</b> The selected knowledge should be directly related to the specific question – Social democratic views of education.</p> <p><b>A03: Analysis and evaluation</b> Candidates are expected to discuss opposing approaches such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• New Right</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>Candidates are expected to discuss the weaknesses of social democratic views of education including:</p> <ul style="list-style-type: none"> <li>• Functionalist view: the education system is already meritocratic and effectively engages in role allocation, Parsons, Davis and Moore</li> <li>• Equal opportunity policies; Equality Act, 2010</li> </ul>
--	--	--	---

			<ul style="list-style-type: none"> <li>• New Right – SD inefficient system, particularly their focus on inequality. Inequality is inevitable, raising standards is more realistic aim.</li> <li>• Policy of marketization rather than increasing spending more likely to ensure UK becomes more economically competitive.</li> <li>• Social democratic view that reforms require increased government funding criticised; Wolf, 2002</li> </ul> <p>Critiques of SD policies:</p> <ul style="list-style-type: none"> <li>• Compensatory policies have not worked e.g. Sure Start benefits ‘modest’; DfE, 2010</li> <li>• EMA; modest improvements in England and therefore abandoned; Institute for Fiscal Studies; 2004HE expansion: gap between the social classes widened under Labour; Walford; 2005</li> <li>• Policies of greater choice in education benefitted middle class; Ball 2008. Runnymede Trust; 2007</li> <li>• too much on class inequalities and not enough on gender inequalities; Walby</li> <li>• Social democratic policies can hold back more able students as teachers strive to focus on raising standards of majority, this also results in a less competitive British workforce; Gove, 2011</li> <li>• New Right thinkers claim social democratic view lacks sufficient focus on vocational education.</li> <li>• Marxists – Reform is not enough e.g. education remains an ideological state, inherently unfair; Althusser</li> <li>• Meritocratic system unachievable within a capitalist system; Bowles and Gintis</li> <li>• New Right successes e.g. raising standards,</li> <li>• Other reasonable response</li> </ul>
--	--	--	---

9	<p>Evaluate the view that the home is the main influence on the educational achievement of children from different social classes.</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 3</b></p>	<p><b>40</b></p> <p><b>AO1: Knowledge and understanding</b> Candidates may consider education in schools and/or further/higher education.</p> <p>There should be a clear understanding of the view that the home is the main influence on the educational achievement of children from different social classes.</p> <p>Candidates may draw upon different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• New Right views</li> <li>• Marxism</li> </ul> <p>Candidates may consider arguments in support of the view including:</p> <ul style="list-style-type: none"> <li>• Cultural deprivation - primary socialisation, home background and parental support can affect achievement; Douglas, Feinstein, Gaine and George, Sewell</li> <li>• Immediate and deferred gratification; Strand, Sutton Trust</li> <li>• Cultural capital, positive impact on middle class children; Bourdieu, Ball</li> <li>• Economic capital, impact on children's achievement; Bourdieu</li> <li>• Parental aspirations of different ethnic groups e.g. Archer and Francis.</li> <li>• Issues of language - restricted and elaborated codes; Bernstein</li> <li>• Material factors Marxists; such as Smith and Noble, Blanden and Gregg, Platt</li> </ul>
---	---	--

			<ul style="list-style-type: none"> <li>• Progression to university, parental expectation middle class families, children’s fear of debt in working class families; Callender and Jackson; Reay</li> <li>• Cultural and material factors go hand-in-hand; Department for Children, Schools and Families (2009b)</li> <li>• Fatherless families – effect on wc boys’ education Murray/ Sewell</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question - view that the home is the main influence on the educational achievement of children from different social classes.</p> <p><b>AO3: Analysis and evaluation</b> Candidates are expected to discuss weaknesses of/ challenges to the view that that the home is the main influence on the achievement of children from different social classes and may include:</p> <ul style="list-style-type: none"> <li>• Interactionism</li> <li>• Functionalism</li> <li>• Marxism</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Processes within schools such as labelling based on negative stereotypes: Becker</li> <li>• Teachers with differing expectations Becker, Hargreaves, Rosenthal and Jacobson</li> <li>• Setting and streaming often class based; Hargreaves, Ball</li> <li>• Ideal pupil middle class; Becker</li> <li>• ‘Halo effect’, middle class girls; Hargreaves</li> </ul>
--	--	--	--

					<ul style="list-style-type: none"><li>• Role of pupil subcultures in school; Mac an Ghail</li><li>• Working class girls under-achievement often ignored; Archer</li><li>• Schools fail to prepare working class boys for the workplace; Willis</li><li>• Issues such as the over determinism of some theoretical perspectives and lack of empirical evidence may be examined.</li><li>• Ideas on meritocracy; Parsons, Davis and Moore</li><li>• The correspondence principle; Bowles and Gintis</li><li>• Other reasonable response.</li></ul>
--	--	--	--	--	---

10	*	<p>In what ways is the concept religiosity useful in studying the sociology of religion?</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 1</b></p>	<p>10</p> <p><b>AO1: Knowledge and understanding</b></p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• It is difficult to measure religion or religiousness.</li> <li>• Allows a measurement of the extent of religious belief and practice in an age of secularisation</li> <li>• Smart: seven-dimensional model /religious belief just one dimension</li> <li>• Religion cannot be measured simply by focusing on religious belief</li> <li>• Religiosity is a broader concept intended to capture what is typically involved in being a religious person</li> <li>• Religiosity three elements: cognition, affect and practices- multi-dimensional approach; Cornwall's study of Mormons</li> <li>• People may express religiosity in different ways - Cornwall</li> <li>• Measures of religiosity more valid reflection of what religion means for participants.</li> <li>• If insufficient attention paid to defining religion and religiosity, then secularisation thesis cannot be accurately tested; Glock and Stark</li> <li>• Changes in religious belief and practice make religiosity difficult to measure</li> <li>• By examining belief without belonging Davie</li> <li>• Rational Choice theorists</li> <li>• Remains difficult to measure belief accurately.</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b></p> <p>The selected knowledge should be directly specific to the question – ways the concept religiosity is useful in studying the sociology of religion.</p>
----	---	---	---

11		*	<p>Assess the view that older generations are more religious than younger people in society.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Candidates' knowledge and understanding should relate specifically to the view that older generations are more religious than younger people in society.</p> <p>Candidates may discuss different theoretical explanations including:</p> <ul style="list-style-type: none"> <li>• Postmodern views</li> <li>• Marxism</li> <li>• Feminism</li> </ul> <p>There will be some knowledge of evidence that supports the view - religion, belief and faith are declining in the younger generations.</p> <p>Responses that focus on studies/evidence in place of, or in addition to theoretical responses should be credited.</p> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Religion often associated with more traditional ideas, as people age, may become more religious; Davie and Vincent</li> <li>• Age bias in age profile of church members, attendance, participation in religious ceremonies –Brierley, Crockett, Church Census</li> <li>• 3% of 18-24 year olds and 4% of 25-34 year olds identify as Anglican, compared to more than a third of those aged 65+ ; BRIN, 2015</li> <li>• The older you are the more likely you are to be a Christian; Woodhead, 2016</li> </ul>

			<ul style="list-style-type: none"> <li>• International survey - 43% of those aged 68 and older are certain God exists, compared with 23% of those aged 27 and younger; NORC, 2012</li> <li>• NORC study suggests people change their beliefs over time 2012, Coleman, 2011, Idler, 2001</li> <li>• People become more conservative as they age - Davie and Vincent</li> <li>• Belief is highest among older adults – as they become aware of own mortality and experience of more bereavement - religion beneficial; Davie and Vincent' Coleman</li> <li>• Cohort effect: older generations grew up in more religious, less secular world; Davie and Vincent</li> <li>• Marxism: media replaced religion to become the new opium of the people for the young Miliband</li> <li>• Relative deprivation theorists and feminists - middle aged women may seek comfort in a belief system to compensate for gender exploitation; Glock and Stark</li> <li>• Alternative view - people do not get more religious as; Voas and Crockett</li> <li>• Rates of intergenerational decline between immigrant parents and British-born children almost as high as for white population; Voas and Crockett</li> <li>• Postmodern view - social change and increasing influence of secularisation and individualism on the young, Modood</li> <li>• Younger members of minority ethnic groups less likely to agree religion important in their lives; Modood</li> <li>• Migration and religion; Bruce, Davie, Bird</li> <li>• Declining religiosity among some younger Asian men Modood</li> </ul>
--	--	--	--

			<ul style="list-style-type: none"> <li>• Traditional religion is being superseded by alternative spiritualities in younger generations; Heelas, Baker, Vernon.</li> <li>• Lower religious observance among younger adults world-wide; Pew Research Center, 2018</li> <li>• Census 2011 - number of people with 'no religion' has increased particularly for those aged 20-24</li> <li>• YouGov poll of 18-24 year olds found - place of religion in young people's lives was 'smaller than ever'; YouGov, 2013</li> <li>• PEW study of 100 countries, only - the former Soviet republic of Georgia and the West African country of Ghana – have younger adults who are, on average, more religious than their elders; Pew Research Center, 2018</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b>                  The selected knowledge should be directly specific to the question – view that older generations are more religious than younger people in society</p> <p><b>AO3: Analysis and evaluation</b>                  Candidates will analyse and evaluate view that older generations are more religious than younger people in society                  They may consider:</p> <ul style="list-style-type: none"> <li>• Complexity of patterns- difficult to generalise, interplay between age, class, gender and ethnicity</li> <li>• Argument that older people are more religious is ethnocentric, - in the UK, it largely applies to Christianity, yet there is an increase in Muslims in all age groups; Census, 2011</li> </ul>
--	--	--	---

				<ul style="list-style-type: none"> <li>• Mirza et al British born Muslims - growing religiosity amongst the younger generation of Muslims, their interest was more politicised; Mirza, Lewis, Mondal.</li> <li>• Young Muslim women wear the hijab as part of their religious identity and also as a creative expression to commitment to British national identity; Woodhead</li> <li>• Religion and identity amongst younger generations: ‘Muslim chic’; Woodhead, 2007</li> <li>• Second/third generation Muslims may turn to religion as a result of Islamophobia</li> <li>• In the 2011 Census, 88% of Muslims were under 50, nearly half were under 25. While Christianity has a rapidly aging population, other religions, and notably Islam, have a much younger age profile.</li> <li>• Young Muslims in UK - greater knowledge of their religion than their parents; Modood.</li> <li>• Religious sects often appeal to young adults, - can offer companionship and community, a sense of belonging; Barker</li> <li>• Young people from Britain, Sweden, Finland, Poland and USA found ‘the concept of ‘belief’ remains meaningful to many young people; Lynch</li> <li>• Other reasonable response.</li> </ul>
12		*	<p>Evaluate postmodern views of religion in society.</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 3</b></p>	<p><b>AO1: Knowledge and understanding</b>                  Candidates may consider postmodern views on the role of religion in society and may examine criticisms from alternative perspectives.                  Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Postmodern mass media influenced development of postmodern society.</li> </ul>

			<ul style="list-style-type: none"> <li>• People assert identity through individual consumption rather than group membership; echoed in declining numbers attending religious places of worship</li> <li>• Traditional grand narratives about meaning of life, the universe etc. less relevant; Lyotard</li> <li>• Postmodern views led to a ‘crisis of meaning’ re religions that reveal the truth. Bauman</li> <li>• Religions unable to reconcile conflict with message to preach love not hate; Bauman</li> <li>• Religion has become disembedded in PM society; Lyon</li> <li>• Growth of NRMs and NAMs individuals’ search for meaning in their lives; Bauman</li> <li>• Spread of secularisation - spiritual void which mainstream churches and denominations seem either unwilling or unable to challenge. The growth of NRMs and NAMs as a response to such a void; Drane</li> <li>• Heelas traditional religions contracting in terms of size and membership, whereas many NRMs, which emphasise individualism, were prospering, particularly for females. Heelas et al, 2004</li> <li>• Information explosion created by new technologies spiritual shopping then cast off Hervieu-Leger</li> <li>• Believing without belonging - Davie, 1994</li> <li>• Religious fundamentalism, both Islamic and Christian, grown in strength in last 30 years; Bauman, 1992</li> <li>• Fundamentalist movements, such as Jehovah’s Witnesses, offer hope, direction and certainty in a world that seems increasingly insecure, confusing and morally lost; Holden, 2002</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question - postmodern views of religion in society</p> <p><b>AO3: Analysis and evaluation</b></p>
--	--	--	---

			<p>Candidates are expected to analyse and discuss alternatives/weaknesses of the postmodern views of religion in society:                  They may consider theories such as:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Weberianism</li> </ul> <p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Postmodern writers overstate the extent of individual choice; Bruce</li> <li>• Continuing influence of group membership on identities - factors such as class, gender and ethnicity continue to influence the spiritual life course.</li> <li>• In a critique of Drane, Bruce argues NRMs are peripheral to mainstream society and are consequently a curiosity rather than a major phenomenon.</li> <li>• While postmodernists recognise both positive and negative aspects of the role of religion, functionalists focus on unifying force of religion, beneficial to both society and individual; Durkheim, Parsons</li> <li>• Traditional Marxists have negative interpretation of role of religion for individual and society; however, unlike postmodern theorists discuss religions in terms of metanarratives as a means to hinder change in society today; Marx</li> <li>• Feminists, unlike postmodern writers, emphasise role of religion in maintaining an unequal patriarchal society; El Saadawi</li> <li>• Weberians may point to evidence across the world that traditional religion may continue to a force for social change benefitting both society and the individual; Weber</li> <li>• Other reasonable response.</li> </ul>
--	--	--	--

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

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

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

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

**AO2: Application (8 marks)**

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

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

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

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit

 [ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)

 [ocr.org.uk](https://ocr.org.uk)

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.