



**A Level Sociology**

**H580/03** Debates in contemporary society

**Duration:** 2 hours 15 minutes

**MAXIMUM MARK** 105

**This document consists of 29 pages**

**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. After the practice scripts on the Face-to-face standardisation day (or the same scripts in the online training), log-in and mark the **required number** of standardisation responses.

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

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. Rubric Error Response – Optional Questions

**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.)

**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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

## Annotations:

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

## 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	Mark	Guidance
1	<p data-bbox="353 260 1173 357"><b>With reference to the Source(s), explain how developments in digital communication technology might be described as a ‘digital revolution’.</b></p> <p data-bbox="353 395 864 459"><b>AO1: Knowledge and understanding</b> <b>Level 4: 5 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological evidence; the evidence is generally accurate and detailed. The information presented is relevant and substantiated.</p> <p data-bbox="353 600 618 627"><b>Level 3: 3–4 marks</b> The candidate demonstrates a good knowledge and understanding of either a range of sociological evidence or some evidence in detail. The evidence is generally accurate but underdeveloped. The information presented is in the most-part relevant and supported by some evidence.</p> <p data-bbox="353 804 584 831"><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological evidence. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is supported by limited evidence.</p> <p data-bbox="353 1040 573 1067"><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding of sociological evidence. Very little relevant sociological evidence is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way.</p> <p data-bbox="353 1244 472 1272"><b>0 marks</b> No relevant knowledge or understanding.</p>	9	<p data-bbox="1317 260 1991 287">Candidates may consider relevant material such as:</p> <ul data-bbox="1317 336 2047 1386" style="list-style-type: none"> <li data-bbox="1317 336 2047 523">• The digital revolution, a set of transformations, arguably amounting to the greatest period of innovation ever in human history in terms of its intensity, speed and global scope. Comparison to previous ‘revolutions’ (e.g. agricultural, industrial)</li> <li data-bbox="1317 531 2047 718">• Often interpreted in terms of the rise of the internet and the social media, the digital revolution can also be seen as the increasingly complex integration of the internet, supercomputers and robotics; Giddens 2015, (as in Source A).</li> <li data-bbox="1317 726 2047 836">• Society has moved from being based on analogue, mechanical and electronic technology to digital technology and communication.</li> <li data-bbox="1317 844 2047 1031">• Extension of existing forms of media on new platforms such as newspapers online, satellite television which can be watched on demand , meeting people’s individual needs – link to media convergence (as in Source A)</li> <li data-bbox="1317 1038 2047 1267">• New forms of platform such as mobile phones owned by around 70% of the world’s population, tablets used in various new ways including different types of programme such as ‘apps’ to help communicate ; The EDGE Foundation 2016, (as in Source A)</li> <li data-bbox="1317 1276 2047 1386">• The most innovative technology that has appeared in the last 30 years: probably the internet or worldwide web: a global multimedia library of information or</li> </ul>



		<p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly and frequently applied material from at least one of the sources in a developed way.</p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good ability to apply source material. The candidate has occasionally applied material from at least one of the sources in a developed way, or frequently applied the source(s) in an underdeveloped way.</p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic ability to apply source material. The candidate has occasionally made use of material from the source(s) in an underdeveloped way.</p> <p><b>Level 1: 1 mark</b>  The candidate shows a limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.</p> <p><b>0 marks</b>  No relevant sociological application</p>		<p>services in cyberspace made possible by a global system of interconnected computers (As in Source A).</p> <ul style="list-style-type: none"> <li>• The agents of the Digital Revolution are proliferating. Includes artificial intelligence; Big Data; mobile internet; cloud technology; robots in industry and the home; the internet of things; driverless cars; 3D printers; nanotechnology; virtual reality etc;</li> <li>• The Digital Revolution: the Fourth Industrial Revolution –Kenneth Baker; 2016.</li> <li>• Digital developments leading to cultural homogenisation (Source A) and/ or cultural defence (Source B) thus transforming cultures.</li> <li>• Other reasonable response</li> </ul>
2		<p><b>With reference to the Source(s), to what extent have developments in digital forms of communication had a positive effect on non-western societies?</b></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.</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></p>	10	<p>Candidates may consider relevant material such as:</p> <p>AO1: Arguments that developments in digital communication technology have had a positive effect on non-western societies:</p> <ul style="list-style-type: none"> <li>• Cultural defence/ Resistance: some people are using digital forms of communication to promote their own language and culture (as in Source B)</li> <li>• Organisations may use the internet to help empower indigenous, non-westernised peoples through raising awareness and helping protect their way of life (as in Source B)</li> <li>• Examples, such as Zapatista rebels in Mexico used</li> </ul>

	<p>some material in detail. The material is generally accurate but underdeveloped, <b>or</b> narrow. The material presented is mostly relevant and supported by some evidence.</p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped, but will have some relevance.</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.</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 and applied material from at least one of the sources.</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.</p> <p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed evaluation points. There may be a critical and reasoned</p>	<p>their support through the internet to win international sympathy for their cause (Park and Curran)</p> <ul style="list-style-type: none"> <li>• There is evidence that global digital media companies have had to take into account local practices and link with local people to ensure their companies grow and remain profitable; Link to Glocalisation. Croteau and Hoynes, (Source B)</li> <li>• ‘Reverse colonisation’: less powerful cultural groups begin to influence western powers such as the ‘Mexicanisation’ of California; Giddens</li> <li>• ‘Commodification’: regarding tourism, whereby the internet is used to make local cultures ‘saleable’ abroad, which can help preserve the local folklore and languages; Seabrook</li> <li>• Spread of democracy: Aran Spring. Augmented revolution; Jurgenson</li> <li>• Other reasonable response</li> </ul> <p>AO3: Arguments that developments in digital communication technology have not had a positive effect on non-western societies:</p> <ul style="list-style-type: none"> <li>• Cultural homogenisation: western culture threatens to dominate and other cultures, (as in Source A). Link to cultural imperialism; Americanisation.</li> <li>• English is the overwhelmingly dominant language of the web; Fairweather and Rogerson (as in Source A)</li> <li>• Emphasis on western ideas of individualism rather than collectivism; Fairweather and Rogerson</li> <li>• Concerns of ‘cultural imperialism’ and marginalisation of local cultures; Steven; Seabrook</li> <li>• Consumerism, a western value is being promoted by advertising in cultures which are traditionally less consumer driven</li> </ul>
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		<p>conclusion.</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.</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.</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.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>		<ul style="list-style-type: none"> <li>• Homogenising effects of global advertising: through global advertising, global brands can have an advantage over local brands; Fairweather and Rogerson</li> <li>• Western cultural ideas dominate over other cultures, for example capitalist ideology (as in Source A). This threatens societies that subscribe to communist ideology.</li> <li>• Feminist view: digital communication technology dominated by men helps promote patriarchal ideology throughout the world. The Net comes to us a language in which women are generally silenced; Inayatullah and Milojevic, (as in Source A).</li> <li>• The Internet is dominated by a small number of media corporations, usually from the West; Curran</li> <li>• Digital divide: threatens to increase gap between West and rest of the world.</li> <li>• Marxists: many people are unable to make consumption choices because of inequalities; Kellner</li> <li>• Other reasonable response</li> </ul>
3		<p><b>Evaluate the view that global advances in digital forms of communication have increased gender inequalities.</b></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.</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</p>	16	<p>Candidates may consider relevant material such as:</p> <p>AO1: Arguments supporting the view that global advances in digital forms of communication have led to an increase in gender inequality:</p> <ul style="list-style-type: none"> <li>• Digital communication technology continues to be controlled by men for men and as such is an extension of patriarchal ideology (as in Source A)</li> <li>• Lack of regulation by the Internet: has led to oppression of women e.g. human trafficking: modern day slavery; Silverman</li> <li>• Access to pornography has increased leading to</li> </ul>

	<p>underdeveloped <b>or</b> narrow. The material presented is supported by some evidence.</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.</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.</p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material 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>greater sexual objectification of females; Arlaaccki</p> <ul style="list-style-type: none"> <li>• Digital communication has enabled the growth of the sex trade and increased exploitation of some women; The Centre for Social Justice 2013, Hughes</li> <li>• Digital communication is expensive, especially for women in developing countries, reinforcing inequality in a world-wide context; UNESCO 2003, Antonio and Tuffley</li> <li>• Digital communication discourse may be dominated by more powerful groups of women who focus on their own agendas; Castells</li> <li>• The increase in revenge crimes such as sexting, revenge porn; Cooper 2016</li> <li>• Negative portrayals/ reactions to women online, e.g. ‘slutshaming’: Demos research, Guardian research</li> </ul> <p>• Other reasonable response</p> <p>Arguments that global advances in digital forms of communication have led to further gender equality:</p> <ul style="list-style-type: none"> <li>• Digital communication is democratic, open and can lead to greater equality in the creation and spreading of new ideas: patriarchy can be challenged; Haraway</li> <li>• Women can be treated equally as ‘cyborgs’ online; Haraway</li> <li>• Digital communication has become more accessible to women across the world; Nakumara , Carter</li> <li>• Minority groups have been able to post their views without fear of oppression; the work of FemTech Net, Miller/ UCL</li> <li>• Increased access to current feminist discourse, for example, the 4<sup>th</sup> wave of feminism: Everyday Sexism, UKFeminista, He for She, Equal pay</li> </ul>
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	<p><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b></p> <p><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.</p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped <b>or</b> narrow. The candidate may reach a critical but brief conclusion.</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.</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.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>	<p>campaigns etc.</p> <ul style="list-style-type: none"> <li>• Increased opportunities to support disenfranchised and oppressed women through single issue politics, e.g. Malala Yousafzai supporting Education for all girls: #WithMalala</li> <li>• Increase access to positive role models for women in developed and undeveloped countries; Carter, Nakamara, Anderson 2015</li> <li>• Hashtag feminism: campaigns such as #Askhermore, #metoo, #timesup; Chittal</li> <li>• Other reasonable response.</li> </ul>
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4	*	<p><b>In what ways has crime become a global concern?</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p>Candidates may consider relevant material such as:</p> <ul style="list-style-type: none"> <li>• The contested category of crime used during discussions on global or transnational organised crime, may refer to criminal activities as well as those involved in the activities; Franko Aas</li> <li>• The need for one useful global definition of crime to aid clarity; Franko Aas</li> <li>• The wide range of activities global criminal organisations pursue and the very different types of organisations involved, the global scope of such networks; Glenn (McMafia)</li> <li>• Problems in measuring and enforcing crime due to globally competing definitions and border issues regarding transnational organised crime; Gastrow</li> <li>• An overemphasis on protecting state borders ensures that crime that is organised on a global scale is not recognised or tackled; Gastrow</li> <li>• Global crime based on networks, as with global business; Castells</li> <li>• ‘Glocalisation’ i.e. the intertwining of the global and local as applied to crime; Robertson</li> <li>• Globalisation and ‘green crime’: the precise definition of ‘green crime’, a working definition must take into account both local and global concerns; Franko Aas, Potter (impact on poorer nations from richer nations activities)</li> <li>• The notion of ‘harm’ to the planet/ entire eco-system should be recognised when defining green crime; White</li> <li>• Primary and secondary green crimes in a global context; Carrabine</li> <li>• Green crime as global manufactured risks; Beck</li> <li>• Other reasonable response</li> </ul>
5	*	<p><b>To what extent do official crime statistics accurately reflect patterns of crime amongst different ethnic groups in society?</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p>AO1: Official crime statistics may refer to police recorded figures and/ or CSEW (previously BCS). Points made must be specifically related to patterns of crime amongst different <b>ethnic</b> groups.</p> <p>Candidates may draw upon different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Positivism</li> <li>• Interactionism</li> <li>• Marxism</li> <li>• New Criminology</li> <li>• Left realism</li> <li>• Right realism</li> </ul>

			<p>Arguments supporting the view that official crime statistics accurately reflect patterns of crime amongst different ethnic groups in society may include:</p> <ul style="list-style-type: none"> <li>• There are a disproportionate number of convictions for minority ethnic groups in comparison with the majority; Police figures, CSEW</li> <li>• Functionalist, New Right and Right Realist views that the official statistics reflect reality</li> <li>• New Right views on lack of appropriate socialization/ role models, lower IQ; Murray; Murray &amp; Herrnstein</li> <li>• Left realists: issues such as marginalization, ethnic groups are more likely to be victims of crime; Lea and Young</li> <li>• Some Marxist views that oppressed groups in society might retaliate against their position: ‘cultures of resistance’; Scraton, Gordon, Gilroy, Palmer</li> <li>• Paradox of inclusion; pressures to succeed combined with barriers to legitimate success; Nightingale; Bourgois</li> <li>• Minority ethnic groups generally have lower incomes and poorer housing conditions – social class as the main explanations; Young; Fitzgerald</li> <li>• Media pressure/ stereotypes; Alexander (Asian Gang, Art of being Black); Hall (black muggers) – used to suggest more deviance as a response</li> <li>• The accuracy of the OCS related to ethnic patterns: e.g. representative/ large scale, patterns and trends, ‘real crime’, reliability; (link to functionalism/ realist views on usefulness of statistics)</li> <li>• Other reasonable response</li> </ul> <p>AO3: Weaknesses of/ challenges to the view that official crime statistics accurately reflect patterns of crime amongst different ethnic groups in society may include:</p> <ul style="list-style-type: none"> <li>• Interactionist perspective: racism, labelling, stereotypes, the self-fulfilling prophecy lead to the criminality of some minority ethnic groups. Becker, Cicourel, Anderson</li> <li>• Media pressure/ stereotypes; Alexander (Asian Gang, Art of being Black); Hall (black muggers) – used to inaccuracy in statistics/ police and public scapegoating</li> <li>• Self-reported offending rates similar for White, Black and Asian respondents. However, those from Black British backgrounds were 3.6 times more likely to be arrested; Jones and Singer (Home Office research)</li> <li>• Overrepresentation of BAME communities at almost all stages of the criminal justice process, disproportionately targeted and charged by the police, more likely to be imprisoned and more likely to be imprisoned for longer than white British people; Institute</li> </ul>
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				<p>of Race Relations 2015; Hood; Phillips &amp; Bowling (over-policing); Gilroy (myth of Black criminality)</p> <ul style="list-style-type: none"> <li>• BAME group significantly over-represented in the prison system; Institute of Race Relations 2015, Hood</li> <li>• Canteen culture of the police; institutional racism; Waddington, Reiner, Smith and Gray, Holdaway</li> <li>• Examples of institutional racism in the police, such as Stephen Lawrence (Macpherson Inquiry); Mark Daly (Secret Policeman investigation); US examples as illustration.</li> <li>• Other reasonable response</li> </ul>
6	*	<p><b>Assess subcultural explanations of crime and deviance.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p>AO1: Subcultural theories use official statistics to reveal that the ‘typical criminal’ is young, male and working class and focus on the influence of the peer group on young people and the norms and values which may form within subcultures to explain criminality.</p> <p>Credit should be given to responses which include Merton as a subcultural theory, given his influence on the subcultural approaches.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Functionalist subcultural theory</li> <li>• Marxist subcultural theory</li> <li>• Postmodernist subcultural views</li> <li>• Cultural criminology</li> <li>• Feminist views on subcultures</li> </ul> <p>Subcultural explanations may include:</p> <ul style="list-style-type: none"> <li>• Merton’s strain theory (deviance is a reaction to problems of achieving the values of mainstream culture)</li> <li>• Cloward &amp; Ohlin: ‘Illegitimate opportunity structure’, blocked opportunities; criminal, conflict and retreatist adaptations; supported by Hobbs, Winlow.</li> <li>• Studies which draw on these ideas: Nightingale, Bourgois</li> <li>• Cohen and status/ status frustration</li> <li>• Miller and ‘focal concerns’; supported by Parker</li> </ul>



				<ul style="list-style-type: none"> <li>• Neo-Marxist theory: CCCS studies on spectacular subcultures as resistance (Clarke, P.Cohen, Jefferson, Hebdige)</li> <li>• Postmodern views on gangs/ youth subcultural crime: Katz; Lyng; Katz and Jackson-Jacobs</li> <li>• Cultural criminology ideas about subcultural crime as an emotional response: Ferrell; Presdee; Young</li> <li>• Other reasonable response</li> </ul> <p>AO3: Weaknesses of/ challenges to subcultural explanations of crime and deviance may include:</p> <ul style="list-style-type: none"> <li>• The views of Cohen, Cloward and Ohlin and Miller are accused of generalising about working class culture and not recognising regional, ethnic variations. Also their views could be seen as outdated.</li> <li>• Cloward and Ohlin's three adaptations are criticised for not reflecting the more fluid reality of everyday life. Winlow's more recent challenge.</li> <li>• Miller is criticised for not providing evidence that his six focal concerns are specifically working class values rather than male values generally; Box</li> <li>• The views of Matza on delinquency and drift challenge subcultural theory, claiming that deviant 'subterranean values' are shared by all groups in society, but most people control these deviant desires; Matza</li> <li>• Over-reliance on official statistics view of young males as 'typical criminals; Marxists; Interactionists</li> <li>• Postmodern writers suggest that the subcultural theories of Cloward and Ohlin and Cohen are deterministic, also outdated (Maffesoli, neo-tribes)</li> <li>• Neo-Marxist subcultural views could be seen as deterministic; assuming that spectacular subcultures were motivated by social class.</li> <li>• Feminists criticise the male-stream focus of earlier subcultural studies such as Cloward and Ohlin, Cohen.</li> <li>• Lack of evidence about distinctive subcultures within the UK; Downes</li> <li>• Lacking recognition of 'ordinary youth' who don't form subcultures; Willis</li> <li>• Other reasonable response</li> </ul>
7	*	<b>In what ways are there differences in educational</b>	10	Note: range of points could come from just one area or from a range of areas.

		<p><b>provision across the world?</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>		<p>Candidates may consider relevant material such as:</p> <ul style="list-style-type: none"> <li>• Poverty: Evidence: for example, more than 25% of all children in 17 countries have never been to primary school; WIDE 2014</li> <li>• Gender: global 'gender aratheid' Evidence: for example, in 27 countries, 9 out of 10 of the poorest young women have not completed primary school. In Yemen, 92% of the poorest young women have not completed primary school, compared to 47% of the poorest young men; WIDE 2014</li> <li>• Ethnicity: Evidence: There are inequalities between ethnic groups and tribes in many countries. E.g. in Uganda 83% of children in the Ngakaramajong tribe have less than 4 years of schooling, but only 3% in the Munyoro tribe; British Council 2014</li> <li>• Locality: Evidence: In poorer countries more schools are located in urban than rural areas and those in the poorest areas tend to receive less adequate education.</li> <li>• Other reasonable response.</li> </ul>
8		<p><b>To what extent can in-school explanations account for social class differences in educational achievement?</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p>AO1: Candidates' knowledge and understanding of in-school factors must relate specifically to <b>social class</b> patterns of achievement.</p> <p>Candidates may draw upon different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Interactionism</li> <li>• Marxism/neo-Marxism</li> </ul> <p>Note: material on anti-school subcultures may be credited as an in-school explanation, or as evaluation/ an out-of-school explanation, depending on how it is used. Similarly curriculum/ hidden curriculum issues. Do not double credit.</p> <p>Arguments supporting the view that in-school explanations can account for social class differences in achievement may include:</p> <ul style="list-style-type: none"> <li>• Interactionist studies on teacher labelling, the 'ideal pupil', stereotyping, the self-fulfilling-prophecy and the effect of this on a child's achievement help explain working class underachievement; Rosenthal and Jacobson, Becker; Dunne and Gazeley</li> <li>• Setting is often based on teacher perceptions and interpretations rather than objective measures of ability; Gillborn and Youdell</li> </ul>

				<ul style="list-style-type: none"> <li>• In-school research on anti-school subcultures may be considered to be valuable in explaining social class differences in achievement; Wright, Mac an Ghail; Willis</li> <li>• The effects of streaming and banding on a child's performance; Hargreaves, Ball; Keddie</li> <li>• Marxist ideas on role of school in suppressing achievement via hidden curriculum; Bowles &amp; Gintis</li> <li>• Other reasonable response.</li> </ul> <p>AO3: Weaknesses of/ challenges to the view that in-school explanations can account for social class differences in educational achievement may include:</p> <ul style="list-style-type: none"> <li>• The narrow small-scale focus of many in-school explanations.</li> <li>• Whether factors outside of school such as cultural and material deprivation are more important; Sugarman, Bernstein, Douglas, Smith and Noble; Murray</li> <li>• Parental support is the key variable in explaining social class differences in attainment; Feinstein, JRF 2010, Douglas</li> <li>• Marxist views on material deprivation as being a more valid explanation of differences in social class attainment.</li> <li>• Cultural capital; Bourdieu, Reay</li> <li>• The deterministic nature of some Interactionist explanations of teacher labelling; self-refuting prophecy, examples of success despite labelling, anti-school but pro-education</li> <li>• Whether gender and ethnicity inequalities are more relevant than class differences in society today; Gilbourn</li> <li>• Other reasonable response.</li> </ul>
9		<p><b>Assess the view that educational policies since 1988 have increased diversity and choice.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p>AO1:</p> <p>Due to the nature of this topic area, candidates may concentrate on policies rather than studies and this should be credited in the same way.</p> <p>Any pre 1988 policies should only be credited where there is a direct link to post 1988 policies.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• New Right</li> <li>• Social Democratic</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Postmodern view.</li> </ul>

			<p>Arguments/ evidence supporting the view that education policies since 1988 have increased diversity and choice may include:</p> <ul style="list-style-type: none"> <li>• ERA (1988): parental choice and marketisation.</li> <li>• League tables and the notion of 'parentocracy'; Gewirtz</li> <li>• The National Curriculum and SATs enable parents to make informed choices about potential schools for their children. (New Right)</li> <li>• New Labour initiatives encouraging diversity of provision: Specialist schools, Academies, Applied GCSEs and A levels, post 16 vocational initiatives such as Advanced Diplomas, Modern Apprenticeships, the expansion of Faith schools. These initiatives were expanded by the Coalition government.</li> <li>• New Labour: broadening access opportunities - Sure Start, EMA, supported by Social Democratic ideals.</li> <li>• New Labour introduced policies to expand further and higher education, with a far higher percentage of young people going to university, partly funded by the introduction of tuition fees; DfE, UCAS</li> <li>• The coalition government initiatives such as beacon schools, Free schools aimed to enhance choice and diversity; 2010</li> <li>• Gifted and Talented programmes.</li> <li>• Other reasonable response</li> </ul> <p>AO3: Weaknesses of/ challenges to the view that education policies since 1988 have increased diversity and choice may include:</p> <ul style="list-style-type: none"> <li>• The shadow between 'reality' and 'intention': choice for some has been gained at the expense of fewer opportunities for others, choice may be an illusion for those children from disadvantaged backgrounds who tend to end up in schools facing the greatest problems; Gewirtz</li> <li>• Middle class parents use their cultural and material advantages to maximize their children's opportunities, i.e. the notion of mortgageocracy, Skilled choosers; Ball, Bourdieu, Tomlinson , Gerwitz</li> <li>• 'quasi-market' of education, parents can choose a school, but do not have a right to use the school of their choice, unless it has spare places. The school may then become more selective in its pupils entry requirements; Le Grand and Bartlett; Ball</li> <li>• In an open market, schools select pupils in an attempt to cream off the most able; Bartlett</li> </ul>
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				<p>and Le Grand</p> <ul style="list-style-type: none"> <li>• Marxists argue schemes such as Sure Start are ideological window dressing, in an attempt to hide the inequalities generated by capitalism, also in 2015 an LSE report found that despite strong staff commitment Sure Start schemes faced very significant budget constraints.</li> <li>• Patriarchy remains a problem within the education system as girls continue to make very traditional subject choices; The Institute of Physics, 2014</li> <li>• Applications to university since the raising of tuition fees by the Coalition government to £9000 have fallen amongst disadvantaged groups of young people; Machin and Vignoles</li> <li>• Entries to university, particularly the Oxbridge and the Russell group universities remain dominated by middle class children; Adams, Census 2011, UCAS, Reay</li> <li>• Other reasonable response.</li> </ul>
10	*	<p><b>In what ways is religiosity influenced by age?</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p>Candidates may consider relevant material such as:</p> <ul style="list-style-type: none"> <li>• Belief is highest among older adults because of their increasing awareness of mortality;</li> <li>• The notion religion is often associated with more traditional ideas, as people age, they may become more religious; Davie and Vincent</li> <li>• Cohort effect: the young who are now growing up in a more secular world will hold different beliefs from those growing up in a more religious environment; Davie and Vincent</li> <li>• As people become older and experience more bereavement, then religion has beneficial effects; Davie and Vincent</li> <li>• Marxism: media replaced religion to become the new opium of the people, significant influence on young people who interact more frequently with the media; Miliband</li> <li>• Older generations are less likely than previous generations to socialise their children into religious beliefs and practices; Voas and Crockett</li> <li>• Religiosity among young British born Muslims is higher than that of their parents. Their interest in religion is more politicised than that of their parents, with greater stress on asserting their identity in the public space; Mirza</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>• Other reasonable response.</li> </ul>

11		<p><b>To what extent does religion have a positive role in meeting society's needs?</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	<p><b>20</b></p> <p>AO1: Candidates are likely to focus on Functionalist views, but may include Weberian, neo-Marxist views etc.</p> <p>Arguments supporting the view that religion has a positive role in meeting society's needs may include:</p> <ul style="list-style-type: none"> <li>• Durkheim argued that religion had a role in building 'social solidarity' and a collective conscience, preventing anomie, sacred and the profane.</li> <li>• Religious rituals help members of society with stressful life events such as birth, puberty, marriage and death. Malinowski; Parsons</li> <li>• Parsons: the social norms that guide behaviour are integrated into systems of values by religious teachings e.g. the role of Christian moral guidelines, such as the Ten Commandments and the influence of these on legal systems and family codes.</li> <li>• Continuing significance of religious values, beliefs and rituals for the functioning of societies worldwide.</li> <li>• Weberian/ neo-Marxist views on religion as a force for change/ liberation theology could be applied as a positive role in meeting society's need for change.</li> <li>• Other reasonable response.</li> </ul> <p>AO3: Weakness of/ challenges to the view that religion has a positive role in meeting society's needs, may include:</p> <ul style="list-style-type: none"> <li>• It is difficult to generalise from the religion of early societies to the role of religion in societies today; Dawson</li> <li>• Religion can be divisive and promotes conflict rather than social integration; e.g. Northern Ireland, Middle East</li> <li>• Malinowski is criticised for generalising from the experience of a specific religious culture to very different societies.</li> <li>• The liberation theology supporters point out that in societies where movements for social change and social equality were popular, such as in Latin America, the established RC church failed to support them and in this respect the churches themselves created social division and conflict.</li> <li>• Marx: religious teachings enforced by churches function to keep people in a state of oppression; false consciousness, opium of the people;</li> </ul>
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				<ul style="list-style-type: none"> <li>• Neo-Marxists: those within religions are promoting capitalist values and norms rather than working for society's members as a whole.</li> <li>• Feminists: religion tends to support the needs of a patriarchal society; de Beauvoir, Woodhead</li> <li>• Veiling interpreted as a symbol of patriarchy and oppression; Aldridge</li> <li>• Postmodern thinkers: the role of religion no longer has a major influence on the collective norms and values of society.</li> <li>• Other reasonable response.</li> </ul>
12		<p><b>Assess sociological explanations of the relationship between gender and religion, belief and faith.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p>AO1: Candidates' knowledge and understanding should relate specifically to the relationship between religion, belief and faith and <b>gender</b>.</p> <p>Candidates may consider different theoretical approaches such as:</p> <ul style="list-style-type: none"> <li>• Liberal feminism</li> <li>• Marxist feminism</li> <li>• Radical feminism</li> <li>• Postmodern views</li> <li>• Marxism</li> </ul> <p>Sociological explanations of the relationship between gender and religion, belief and faith may include:</p> <ul style="list-style-type: none"> <li>• Data indicating that women score higher on measures of religiosity than men</li> <li>• Why New Age religions appeal more to women than men; Bruce and Trzebiatowska</li> <li>• Gender gap may hide a complex picture of religion, belief and faith; distinction between 'affective religiousness' (personal piety) and 'active religiousness' (participation in organised religion); Sullins</li> <li>• Traditional gender roles' impact on religiosity; differential socialisation; Miller and Hoffman; Sullins; Greenley</li> <li>• Structural deprivation theory: women's subordinate role leads them to seek comfort through a belief system that offers them solace and redemption; Glock and Stark</li> <li>• Marxism/ feminism: Religion promotes false consciousness, but in a gendered form, religion serves to reinforce and justify patriarchal roles within the family; de Beauvoir</li> </ul>

			<ul style="list-style-type: none"> <li>• Radical feminists: ‘stained-glass ceiling’ within the patriarchal organisation of religions which prevent the ambitious from rising up the religious hierarchy; Browne</li> <li>• Feminist views on the patriarchal nature of various religions, including symbolism, teachings, rituals and practices.</li> <li>• ‘Risk preferences’/ risk aversion - Women are less willing to take the risk that there isn’t a god than men; Miller and Hoffman</li> <li>• Power differences: Woodhead’s typology: consolidating, tactical, questing;</li> <li>• Liberal feminist view: there is a contradiction between the classical teachings of religions about the equality of men and women and the reality of women’s lives which is mirrored in religion; Holm</li> <li>• Secularisation &amp; changes in female roles in society; Woodhead; Brierley</li> </ul> <p>AO3: Weakness of/ challenges to sociological explanations of the relationship between gender and religion, belief and faith may include:</p> <ul style="list-style-type: none"> <li>• Notable exceptions to the perceived gender gap in religiosity e.g. among Jews and Muslims across the world, men are significantly more religious than women; Sullins</li> <li>• Challenge to the structural location theory: child-rearing role and different attitudes to work do not account for the greater religiousness of women; by contrast the lower rate of female workforce participation is an important explanatory factor; De Vaus and McAllister</li> <li>• Deprivation theory goes against the experience of some deprived groups and white working-class men have low rates of religiosity; Davie and Walter</li> <li>• Not all religions patriarchal, e.g. Liberal wing of the Church of England encourages ordination of women and legitimacy of homosexuality; Postfeminists.</li> <li>• In critique of Marxist and radical feminist explanations, it has been argued that religion can have a positive impact on women and can help promote gender equality.</li> <li>• Ethnocentric view: The burka may be interpreted as liberating</li> <li>• Feminist views may be an oversimplification of complex relationship; Davie and Walter, Watson</li> <li>• Arguments that gender is insignificant compared to social class and/ or ethnicity and/or age as a key aspect of religion. The intersection of class, age, ethnicity and gender.</li> <li>• Other reasonable response.</li> </ul>
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## APPENDIX 1

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

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

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
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 information presented is relevant and substantiated.
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 information presented is in the most-part relevant and supported by some evidence.
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 limited evidence.
1	1	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0	0	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

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

## APPENDIX 2

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

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	<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 presented is relevant and substantiated.</p>
3	5-6	<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>
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 basic structure. The information is supported by basic 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 information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0	0	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

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

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

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion.
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 <b>or</b> narrow. 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. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
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
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 information presented is relevant and substantiated.</p>
3	9-12	<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>
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 basic structure. The information is supported by basic 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 limited and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0	0	No relevant knowledge or understanding.

**AO2: Application (8 marks)**

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

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

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	13-16	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving 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 <b>or</b> narrow. 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 may be present, or the response may be only assertive. If present, the conclusion is likely to be asserted and unsupported.
0	0	No relevant sociological evaluation or analysis.