

Sample Question Paper

A Level Sociology

H582/03 Debates in contemporary society

Time allowed: 2 hours



You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions in Section A.
- Choose **one** option in Section B and answer **all** the questions for that option.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Read the source material.

Source A

The digital age has well and truly arrived, and the discussion of whether relationships are stronger in today's society is one that is regularly debated. But is there an argument that online relationships have actually strengthened feelings of unity and togetherness?

Social media companies are continuing to crack down on hate-based content and are now banning users if they break certain rules when they are sharing their opinions online.

Instant chat functions and the ability to share things that are important to you instantly, can lead to positively changing an individual's perception of themselves. Instagram and TikTok can provide instant gratification, for example when sharing photos after meeting a celebrity or visiting international landmarks, from an incredibly wide audience.

The ability to communicate with one another on a global scale means people can check-in with one another and ensure friends and family are well. Some people, of course, find making relationships tricky when it comes to face-to-face interactions. Digital communication allows people to create and maintain ongoing relationships in the world of work through platforms like LinkedIn, and even find connections in religious communities eliminating the chances of a person feeling like they are on their own.

- 1 Outline the concept of a global village. Identify and explain an example to support your answer. [4]
- 2 'Digital communication has strengthened relationships.'
Explain **two** reasons why this view is supported. Use evidence from **Source A** to support your answer. [8]
- 3* Evaluate the view that globalisation has led to a homogenised culture.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]

Section B

Choose **one** option from this section and answer **all** the questions for that option.

OPTION 1**Crime and deviance**

- 4** Outline the concept of green crime. Identify and explain an example to support your answer. [4]
- 5** Explain **two** ways deviance is relative.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 6*** Evaluate the view that social and community crime prevention is effective.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 7*** Discuss to what extent capitalism causes crime.
Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

OPTION 2**Education**

- 8** Outline the concept of the hidden curriculum. Identify and explain an example to support your answer. [4]
- 9** Explain **two** ways cultural factors contribute to social class inequality in education.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 10*** Evaluate the view that educational policies have successfully reduced ethnic inequalities in education.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 11*** Discuss to what extent feminism explains gender inequality in education.
Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

OPTION 3**Religion, belief and faith**

- 12** Outline the concept of secularisation. Identify and explain an example to support your answer. [4]
- 13** Explain **two** ways that social class can influence religious participation.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 14*** Evaluate the view that measures of religious practice provide an accurate representation of religious belief.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 15*** Discuss to what extent religion causes change in society.
Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

END OF QUESTION PAPER

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Sample Mark Scheme

A Level Sociology

H582/03 Debates in contemporary society

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

This document has 37 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

3. 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. 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).

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.

4. 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.
5. 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).

6. 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

7. Subject Specific Marking Instructions

Section A

Q1 Outline the concept of a global village. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of a global village given.	1 mark - The outline of a global village is fully developed/further elaborated.	1 mark – An accurate example of a global village is identified.	1 mark – The example given is accurately explained in relation to the concept of a global village.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> Digital communication has led to far less face-to-face contact and far more communication using different platforms. The global village makes it easy to contact people around the world quickly who might share similar interests. This makes it feel like a smaller community. Any other reasonable outline. 	<ul style="list-style-type: none"> This means the world is becoming a much smaller place. People are interconnected through technology instantly so if someone is a fan of a pop star or like's swimming in open water, new connections with other like-minded people can be established. Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> Chat rooms online. Facebook groups. Trending reels. Text chat e.g. Twitch. YouTube Live. Any other reasonable example. 	<ul style="list-style-type: none"> People can regularly make new relationships and new friends in chat rooms online. Gets updated regularly with content that is appealing to certain groups based on an algorithm. Pushes certain influencers to help audience focus on certain brands and looks. Any other reasonable explanation.

Q2 'Digital communication has strengthened relationships.' Explain two reasons why this view is supported. Use evidence from Source A to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence consistently to explicitly address the specific question. There is effective engagement with, and use of, the source material.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mostly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by frequently using the selected sociological evidence to explicitly address the specific question. Generally, there is good engagement with, and use of, the source material.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by occasionally attempting to use the selected sociological evidence to address the specific question. There is a limited attempt to engage with, or use, the source material.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is a basic attempt to engage with the source material that may only be implied.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q2 'Digital communication has strengthened relationships.'

Explain **two** reasons why this view is supported. Use evidence from **Source A** to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for their knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** reason – (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One reason suggested by Shaw and Gant is that internet use was found to significantly decrease feelings of loneliness and depression and to increase positive feelings of social support and higher self-esteem. This means digital communication leads to stronger, not weaker, relationships. One reason suggested by Miller showed how Facebook has hugely expanded our global social relationships and communication. It can be the means by which people find and cultivate relationships, removing feelings of isolation caused by illness, shyness or age. It can create business relationships, religious connections, intimate connections and be a means to share memories of those who have passed away. This all strengthens relationships. One reason digital communication can strengthen relationships is through the varying methods of communicating online. Zhao looked at different online activities, and noticed they had different effects on relationships. For example, activities that connect individuals online such as email and chat have positive correlations to social ties thus strengthening relationships. Another reason that digital communication can strengthen relationships is through the 'social ties' it can create. These ties can be differentiated between weak and strong ties, as seen by Granovetter's work. Any other reasonable point. 	<ul style="list-style-type: none"> Source A suggests that relationships can be strengthened as well as created, making sure any negative feelings of isolation/loneliness can be reduced through digital communication. It can allow people to overcome traditional barriers to meeting people such as disability, shyness and geographical distance as on the internet everyone is equal behind a screen. Source A suggests that digital communication allows for real connectedness between like-minded individuals who might not ever meet in the offline world. This could be through interests in niche activities or bonds formed through sharing photos of celebrities on celebrity interest online groups. Source A suggests that digital communication offers an opportunity for people to meet one another in a variety of different contexts and locations, facilitating communication, relationships and social networks. It means online users can cultivate caring, regular online relationships. Weak ties are not necessarily a bad thing and could be seen as more important than strong ties when using social networks. If people were to share activities, they are doing online, this can strengthen these weak ties as whilst they would normally be posting things with certain people in mind that they have something in common with, because of the reach of online communications, it would naturally bring more people into what the user is sharing. Any other reasonable point.

Q3* 'Evaluate the view that globalisation has led to a homogenised culture. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q3* 'Evaluate the view that globalisation has led to a homogenised culture.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Marxists Cornford & Robbins argued that new forms of digital communication is often presented as a new form of democracy which prioritises open communication and greater equality and so prevents homogenisation. • Croteau and Hoynes challenge the idea of cultural homogenisation because in order to be commercially successful, global digital media companies have to take into account of local practices and adapt their material accordingly. • Ritzer used the term McDonaldisation to discuss the spread of rational and homogenised business practices which helps to develop a homogenised culture'. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • However, in reality the people that own and control the digital media are capitalists who aim to control the masses ideologically and make more profit • There is a clear feeling of cultural defence/ resistance in some cultures. The use of the internet by indigenous people is increasing which aims to protect their environment and way of life through organisations such as Tribalnet. • Keeping prices as low as possible for the consumer results in products that are mainstream and safe in terms of content. These operate on the same market principles regardless of where they are in the world and so become universal and homogeneous. This hypothesis is exacerbated because adults are spending 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • For Mohammadi cultural homogenisation of western domination is over-exaggerated, and it ignores some key interactions between different cultures. This idea challenges the idea there is a uniformed global culture dominated by Western values. • This is supported by Park and Curran's study, which looked at how Zapatista rebels in Mexico used their support through the internet, to win international sympathy for their cause • Giddens discusses the process of 'reverse colonisation' where it is not the western powers that dominant over less powerful groups culturally but is in fact the other way round. This can be shown by looking at the 'Mexicanisation' of California. • Feminist Harraway suggested that technological advancements offer the chance for women to create new forms of identity not bound by traditional or patriarchal values. This allows the opportunity to move away from a homogenised culture.

<ul style="list-style-type: none">• Marxists argue that the internet and digital forms of communication act as another form of surveillance which controls and regulates people, so people are losing their individual identity and becoming the same in one homogenised culture’.• Any other reasonable point.	<p>an increasing amount of time online making them more susceptible to the ideas from the owners of media companies who spread universal dominant ideologies and so create a homogenised culture</p> <ul style="list-style-type: none">• Any other reasonable point.	<ul style="list-style-type: none">• There is very little empirical evidence that supports Marxist hypothesis that political elites use internet and digital forms of communication to control and regulate. This raises issues on the validity and reliability of the research.• Any other reasonable point.
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Section B: OPTION 1
Crime and deviance

Q4 Outline the concept of green crime. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of green crime given.	1 mark - The outline of green crime is fully developed/further elaborated.	1 mark – An accurate example of green crime is identified.	1 mark – The example given is accurately explained in relation to the concept of green crime.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> • A crime which affects the environment in some way/crimes committed against the environment. • Any other reasonable outline. 	<ul style="list-style-type: none"> • Green crime can be a contested concept as it could be about breaking laws in place, breaches to protect the environment, or legal acts that still harm the environment. • Two categories – primary (crimes which directly inflict harm onto the environment) and secondary (actions committed as a response to the commissioning of primary green crime) green crimes. • Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> • Dumping of toxic waste. • Illegal logging. • Pollution. • Deforestation. • Any other reasonable example. 	<ul style="list-style-type: none"> • Secondary green crime – the use of criminal organisations to assist in the dumping of toxic waste – actions committed as a response to the committing of primary green crimes. • Primary green crime – illegal logging and trade in timber – harming the natural environment. • Any other reasonable explanation.

Q5 Explain two ways deviance is relative. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q5 Explain **two** ways deviance is relative.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** reason (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> Deviance can be relative in relation to time. Whether an act is perceived or defined as deviant is dependent upon the era/time period. Laws change as do norms, values and public opinion. One way deviance can be seen as relative is through the relativity of culture. Whether an act is perceived or defined as deviant is dependent upon the way of life of individuals and/or the society in which they live. Similarly, what may seem deviant to the wider population may not be deviant within certain subcultures. (This can be cross-cultural or within cultures.) Relativity of circumstance/situation – whether an act is perceived or defined as deviant is dependent upon the context under which the act is committed. Different situations and different roles will affect this and thus the interpretation of whether an act is deviant or not. One way can be shown via Interactionist theory and Becker's labelling theory. This perspective emphasises the importance of understanding how individuals interpret and create meaning in their social interactions, including their definitions and understanding of deviant behaviour. Any other reasonable point. 	<ul style="list-style-type: none"> In the US in the 1920's alcohol consumption was prohibited and against the law whereas today the law says you need to be aged 21 and over in the US to legally consume alcohol. This demonstrates its relativity. In some Islamic societies and cultures women are not allowed to expose their legs whereas in Western societies wearing shorts or mini dresses is a norm. This demonstrates relativity. Killing a person in cold blood with intent would be defined as murder and would attract negative sanctions from the public whereas a soldier killing an enemy in the battlefield would be both approved of and expected, thus demonstrating relativity. This is further exemplified by Lemert's study of primary and secondary deviance: if a deviant act is not publicly labelled then it is not seen as deviant. It is only when a label is applied that an act and an individual are seen differently by society, so demonstrating relativity'. Any other reasonable point.

Q6* Evaluate the view that social and community crime prevention is effective. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q6* Evaluate the view that social and community crime prevention is effective.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

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Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

1–2 points for a Level 1 / Level 2 response

3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Lea & Young who are Left Realists suggest that tackling the social causes of crime through structural changes will reduce crime. These would need to be long-term changes to fully introduce a social and community crime prevention approach. Their methods often rely on data from official statistics. • Braithwaite discusses two types of shaming which can be created through punishing people. There is 'disintegrative shaming and 'reintegrative shaming'. Reintegrative shaming focuses on offender behaviour rather than the offender themselves and along with community sentencing is an effective deterrent to re-offending. • Left Realists like Lea & Young, state community policing is a more effective form of control than military style policing that is based on conflict. This style of policing can 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • If the government increase benefits, like the minimum wage, there will be more equal income distribution and as a result improve the standard of living for under-resourced families. This will mean working class people won't need to resort to crime so demonstrating the effectiveness of social and community crime prevention. • The approach aims to reintroduce the offender to the positives of law-abiding behaviour and encourages individuals to show remorse for their previous criminal actions through restorative justice. This will prevent them from committing future criminal acts. • 'Minimal policing' needs to be introduced that can be built on trust and cooperation within the local community and stop the 'over-policing' on minor crimes like small drug offences like possession. More 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • For New Right sociologist Murray, left realist suggestions that a more equal society will have less crime are seen as idealistic. Raising benefits would only increase 'feckless' behaviour feckless behaviour and would not therefore be effective at crime prevention. • Restorative justice programmes are only appropriate for minor offences in the main. For more serious crimes like sexual assault victims are still uneasy about facing their attacker in a meeting in person. • For Gilroy community policing is not successful and completely underestimates the racist strategies used by some police forces especially in some multicultural areas in London and Birmingham.. Community policing is therefore not effective at crime prevention. Lea and Young also focus too much on inner city crime, meaning generalisability is limited and left realists rely on quantitative data from official statistics, which some would argue would need more qualitative data to understand the meaning. • Clarke suggests situational crime prevention like more surveillance and target hardening of local businesses and buildings is a more effective way of preventing crime. Social and community care

<p>lead local communities to want to help the police.</p> <ul style="list-style-type: none"> Multi-agency working and early intervention are key areas of the social and community crime prevention approach. with those 'at risk' of offending or victimisation focused on. Lea & Young argue this more coordinated approach is what's needed. Any other reasonable point. 	<p>serious crimes like domestic abuse can then be prioritised.</p> <ul style="list-style-type: none"> If the police, local councils, social services and other organisations linked work more closely together then there will be more employment and training available for people in communities. Improved educational outcomes can also be looked at that will help to prevent crime. Any other reasonable point. 	<p>prevention strategies to preventing crime are unrealistic and ineffective.</p> <ul style="list-style-type: none"> Any other reasonable point.
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Q7* Discuss to what extent capitalism causes crime. Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]			
Level	AO1 Knowledge and Understanding (AO1 x 8)	AO2 Application (AO2 x 8)	AO3 Analysis and Evaluation (AO3 x 8)
4	7-8 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	7-8 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions that are clearly justified. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	5-6 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	5-6 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw justified conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	3-4 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	3-4 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1-2 marks The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1-2 marks The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1-2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q7* Discuss to what extent capitalism causes crime.

Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response
-

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Marxist, Bonger, states that crime is caused by poverty. This is seen by material and relative deprivation which leads to crime hence crime rates are higher in periods of economic depression. • Crime is a rational response to the situation people find themselves in according to Marxist, Gordon. This accounts for both high levels of street crime and for corporate crime. • Chambliss' Marxist argument states the structure of capitalism creates both the desire to consume and the inability, for most people to earn 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • The lower social classes have to work for the bourgeoisie to survive and, because of capitalism, they are paid the lowest wages the bourgeoisie can get away with. This inequality leaves people angry that they cannot meet the 'false needs' capitalism has created and thus many turn to crime. • Capitalism is a system that promotes competition amongst individuals for the scarce desirable resources in society. This pushes people to commit crime to 'come out on top', whether that be through corporate crime or street crime, crime has become a norm, and this has been caused by capitalism. • The capitalist system is a contradiction that leads to crime. It promotes consumption as a key value yet does not provide the majority with the means to achieve this legally. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • It is too simplistic to blame just one factor in society for crime (capitalism) and in reality, there are multiple different reasons for crime e.g. emotional issues, poor socialisation etc. Marxism fails to account for this. • For Functionalist, Davis criminal acts can act as a 'safety valve' to avoid more serious deviance. He looked at prostitution which is a street crime, and found it was a safe outlet for men to get rid of their tension which may have been directed towards the family instead. • For Murray, from the New Right perspective, inadequate socialisation is too important to ignore. Crime rates are highest amongst the lower social classes, but this is not due to capitalism but because they have been ineffectively socialised and so do not obey the law. They have not been disciplined

<p>enough money to meet these consumption desires.</p> <ul style="list-style-type: none"> • Durkheim's functionalist argument suggests crime can also be caused if the majority of society do not share the same norms and values through a value consensus. • Marxism is a positivist theory which means representativeness is so important. The sample chosen has to reflect the largest and most representative group as possible. • Any other reasonable point. 	<ul style="list-style-type: none"> • Society needs to be based on social order so as to avoid a state of anomie. Societies need there to be different classes of people for it to function smoothly. This means a capitalist class group is needed in a society meaning they can't be the sole reason for crime. • If someone was to study how capitalism could be seen as the cause of crime there would need to be a sample that shows as many characteristics as possible of the larger population and link to gender, age and ethnicity. Generalisations can then be made. • Any other reasonable point. 	<p>properly and are feckless and irresponsible in attitudes and behaviour, when it links to what they consume.</p> <ul style="list-style-type: none"> • For Marxists, the negative effect of deviance on individuals is not explored using this idea. The effects on victims of crime and the power that some people have to evade the law also must be considered. • Interpretivists would disagree with the use of methods that focus too heavily on the research population. There would be no way of knowing that respondents of questionnaires for example, have interpreted a question in the manner the researcher was aiming for. • Any other reasonable point.
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Section B: OPTION 2
Education

Q8 Outline the concept of the hidden curriculum. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of the hidden curriculum given.	1 mark - The outline of the hidden curriculum is fully developed/further elaborated.	1 mark – An accurate example of the hidden curriculum is identified.	1 mark – The example given is accurately explained in relation to the concept of the hidden curriculum.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> • The norms and values which are taught in school, beyond the official curriculum content. • What is learned in school, but that is not part of the formal/National Curriculum • Any other reasonable outline. 	<ul style="list-style-type: none"> • What educators teach students without even realising it, through their interactions, modelling and classroom culture. • Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> • Obedience. • Conformity. • Punctuality. • Any other reasonable example. 	<ul style="list-style-type: none"> • The importance of obedience/punctuality is reinforced at school so that young people adopt this same value when they enter employment. (Marxists Bowles and Gintis' correspondence principle) . • Any theoretical views on the role of the hidden curriculum, such as Marxist ideas that the aim of the hidden curriculum is to socialise young people into conforming to the role or status assigned to them by the capitalist class. • Any other reasonable explanation.

Q9 Explain two ways cultural factors contribute to social class inequality in education. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q9 Explain **two** ways cultural factors contribute to social class inequality in education.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** way (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One way cultural factors contribute to social class inequality in education is through parental support, according to Feinstein. Social class differences in ability were different from very young ages in the children involved in the research study and the main reason for this was the amount of parental support given to the child. One way cultural factors can link to social class inequality is speech patterns by Bernstein. There are both restricted and elaborated codes – restricted is a slang style of language, used in situations of familiarity whereas the elaborated code is a more complex form of language. One way there is a cultural focus when it comes to social inequality in education is the working classes lack of 'cultural capital'. This Marxist concept from Bordieu says the main role of the education system is cultural reproduction which is ensuring the culture of the higher classes is passed on to the next generation. One way that could be considered when looking at social class inequality is through Gaine and George's focus on parent's levels of education – how well a parent had done themselves in education correlated with their children's educational achievements. Any other reasonable point. 	<ul style="list-style-type: none"> If working class families place less value on education and thus support their child's journey through school less than the middle class, then this is passed down to the children through the socialisation process. Working class children therefore lack adequate preparation for education and so achieve less highly than their higher-class counterparts. Working class people tend to communicate using the restricted code, higher classes use the elaborated code. Schools and the assessment system use and expect elaborated language code as standard. As a result, working class children start school at a disadvantage when compared to higher class children because they have no familiarity of this elaborated code. This hampers their confidence and their educational achievements. Knowledge of the culture of the higher social classes is called 'cultural capital', a form of social advantage. pupils from upper class backgrounds possess cultural capital because they have been socialised into it through their families and by attending elite schools such as Eton and Harrow. Middle class children also possess cultural capital too, socialised from their parents. As the education system gives more status to knowledge associated with the higher classes this benefits those pupils from the higher social classes and aids them in achieving more highly at school than the lower social classes. If parents are not confident with literacy and/or numeracy skills themselves then they may find it hard to support and help their child with homework. For higher class parents this barrier did not exist and so their children were able to achieve higher than those from the lower social classes. Any other reasonable point.

Q10* Evaluate the view that educational policies have successfully reduced ethnic inequalities in education. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q10* Evaluate the view that educational policies have successfully reduced ethnic inequalities in education.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Curriculum enhancement is one way ethnic inequality in education has been reduced. For example, the Swann report demonstrates the multicultural nature of the curriculum today. This can also be seen through citizenship lessons, celebrations of black history month, the introduction of African and Asian studies as formal courses of study and the removal from textbooks of negative representations of ethnic minority groups. • Compensatory education programmes e.g. SureStart, Excellence in Cities, Education Investment Areas, pupil premium (link to lower social class position and ethnicity), Aim Higher, Generating Genius (Sewell) and additional funding for ethnic minorities e.g. EMAG. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • Textbook images depicting any negative images of minority groups or only focusing on Christianity in religious studies teaching has now been banned. A less ethnocentric curriculum is now the norm which helps to reduce ethnic inequality in education. • Compensatory education has successfully reduced ethnic inequalities in education through tackling material, cultural and in-school barriers to success for ethnic minority groups, particularly those from deprived backgrounds. The programmes developed successfully removed the inequalities and allowed the ethnic minority students to excel in education. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • For Althusser, from the Marxist perspective, he sees education as a tool to socialise students into the capitalist ideology and ensure that ethnic minority students know their place in the hierarchy. Ethnic inequalities have not been reduced as this is not beneficial to capitalism and the ruling class. • There are many who criticise New Labour in continuing the New Right influenced 'marketisation' ideas that seem to have increased the inequality of opportunity, for some young people. Walford identified contradictions within some policy ideas of New Labour where diversity and the development of markets in schools was still being encouraged whilst still trying to reduce inequality in disadvantaged groups. Many disadvantaged students from ethnic groups wouldn't have the choice to attend a better school so would have less opportunity than people from wealthier backgrounds. • For Archer and Francis, the parental aspirations found in some minority ethnic groups regardless of class, means those students can succeed in education. They carried out their own small-scale study using official statistics to back up their ideas focusing on

<ul style="list-style-type: none"> • Access to FE/HE varies (UCAS research). Connor used this data to show students from ethnic minority backgrounds are more likely to take HE qualifications than white students but do not do as well in degree performance as white students. • Quiocho & Rios suggest changes in teaching and learning have meant that gradually more ethnic minority teachers mean more of a critical understanding of how to engage with pupils in alternate ways than their White colleagues. • Any other reasonable point. 	<ul style="list-style-type: none"> • Ethnic minority students are less likely to go to the traditionally acclaimed 'Red Brick/Russell Group universities and so do not have the same social capital or opportunities on graduation • Teachers from minority groups can highlight cultural sensitivity in the classroom far more effectively like the experiences during the apartheid in South Africa. Ethnic minority teachers demonstrate to their pupils that professional positions are normal and available and so help to reduce ethnic inequalities in education. • Any other reasonable point. 	<p>high-performing Chinese students who are the highest achieving ethnic group across the English education system.</p> <ul style="list-style-type: none"> • New Labour from 1997 onwards set a key priority to tackle social exclusion. They looked at a variety of ways in which less advantaged groups including ethnic minorities were excluded from mainstream privileges that only the more privileged were able to access. • Gilborn argues that successive governments have never really addressed the inclusion of anti-racist education as shown following the terrorist attacks in 2001 where there was an 'aggressive majoritarianism' from the government which is based on Islamophobia. This means attempts to reduce ethnic inequality have yet to be successful. • Any other reasonable point.
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Q11* Discuss to what extent feminism explains gender inequality in education. Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]			
Level	AO1 Knowledge and Understanding (AO1 x 8)	AO2 Application (AO2 x 8)	AO3 Analysis and Evaluation (AO3 x 8)
4	7-8 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	7-8 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions that are clearly justified. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	5-6 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	5-6 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw justified conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	3-4 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	3-4 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1-2 marks The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1-2 marks The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1-2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q11* Discuss to what extent feminism explains gender inequality in education.

Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Feminist, Spender, suggests females are invisible in education. School curriculums are male biased with limited attention paid to the role of women within subjects such as English, History and the sciences. Also, boys receive more teacher attention and encouragement than girls. • Feminist, Oakley, looked at gender socialisation and Lees continued this idea by looking at social control and how schools reproduce relationships of domination and subordination between girls and boys • Feminist, Jackson, conducted a study which showed there was gender inequality in education, which meant some females opted out of competing with boys due to the risk of failure. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • This gendered curriculum will alienate and marginalise girls from many aspects of education and socialise them to see males as powerful leaders, females as less likely to be leaders. This helps to explain gender inequalities in education. • There is clear policing of girls based on their sexual reputation which is based on debate and gossip between other girls and groups of boys as well as teachers. Girls are seen as inferior to and less powerful than boys, demonstrating gender inequality. • Females would be seen as 'too cool for school' and achieving peer group status was clearly more important than academic success. The study links to further 'laddish' anti-school subcultures and how they demonstrate gender inequalities in education. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Findings from Francis and Skelton found that most primary and secondary school pupils saw their future identities based on their careers rather than seeing employment as a filler before marriage. The curriculum shouldn't stop female aspirations. • From a Marxist perspective it is clear that social class is far more influential in causing inequalities than gender. Althusser argues that education transmits capitalist ideology and that if students fail it is their disadvantaged social class position rather than their gender that will influence them. • There have been significant curriculum changes and legislation as seen by the National Curriculum which means that girls and boys can now study the same subjects at school due to the 1988 Education

<ul style="list-style-type: none"> • Hidden and formal curriculum reinforces gender inequalities within schools and society. Girls and boys still typically make different subject choices, and the hierarchy of the school is likely to have males in the more prestigious and powerful positions whereas females are more subordinate. • Mirza studied black 15–19-year-old girls predominantly using qualitative methods like observations and interviews in two comprehensive schools. There was a clear 'myth of underachievement' for black women. • Any other reasonable point. 	<ul style="list-style-type: none"> • Feminists suggest this gendered hierarchy demonstrates the ingrained and normalised inequalities within the education system. There will be clear hidden messages in the way that schools are organised which highlights gender inequality. Most of the senior leaders and headteachers in school are males and more cleaning and catering staff are female. • Most of the girls that were studied were confident in their own abilities but found themselves often put down by teachers who were 'colour blind' to any racism in the school. This suggests the legal rights that feminists have pushed for have not filtered through to all groups in society. • Any other reasonable point. 	<p>Reform Act. This operates on a system of equality and is backed up by the law e.g. Sex Discrimination Act, The Equality Act. It is also considered in Ofsted inspections and demonstrates how gender inequalities have been removed from the education system.</p> <ul style="list-style-type: none"> • There is clear positive action that has taken place to boost girls achievement. There are schemes like GIST (Girls into Science and Technology) and WISE (Women into Science and Engineering) that have encouraged girls to study more male-dominated subjects and so remove former gender inequalities. • Using interpretivist, qualitative methods like interviews in an unstructured way, means results will be very difficult to generalise and affect representativeness as a result. • Any other reasonable point.
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Section B: OPTION 3
Religion, belief and faith

Q12 Outline the concept of secularisation. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (4 marks)			
1 mark - Brief outline of secularisation given.	1 mark - The outline of secularisation is fully developed/further elaborated.	1 mark – An accurate example of secularisation is identified.	1 mark – The example given is accurately explained in relation to the concept of secularisation.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> • The process of religious practice and belief declining. • The decline of religion and the loss of religions influence over state issues. • Any other reasonable outline. 	<ul style="list-style-type: none"> • Recognition that secularisation is a contested idea and not supported by all data/applicable to all countries/cultures. • Changing gender roles for women can be linked to secularisation as religious commitment seems to decline as women enter the labour market. • Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> • Statistics showing belief in God is declining over time e.g. British Social Attitudes Survey. • Statistics showing a decline in attendance at church over time, e.g. church census data. • Any other reasonable example. 	<ul style="list-style-type: none"> • Shift in belief in God to belief in spirituality (Bruce). • Belief in religion is being replaced by belief in something different e.g. science explaining creation etc. • Any other reasonable explanation.

Q13 Explain two ways that social class can influence religious participation. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q13 Explain **two** ways that social class can influence religious participation.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** way (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One way that social class can be seen to influence participation comes from Weber looking at marginalised groups. The lower social classes were more likely to participate in religion because religion delivered a 'theology of disprivilege'. One way that social class can link to participation is Stark and Bainbridge's focus on high levels of religious participation existing in the higher social classes because of relative deprivation. It is also a means to help them maintain their status and success within society. Another way that class can clearly influence religious participation is by looking at New age Movements. Bruce showed those that participated in these groups were mostly the higher social classes. Religious participation gives hope to the masses and religion is a tool of oppression by the bourgeoisie, according to Marxists. Any other reasonable point. 	<ul style="list-style-type: none"> Sects typically arise in groups that are on the margins of society allowing them to gain a religious explanation and justification for their suffering and disadvantage. The promise of rewards in the future if the faith was maintained, further encouraged their religious participation. Relative deprivation amongst the affluent higher social classes was acutely felt and was a major reason for their high levels of religious participation. They felt spiritually deprived and so looked for fulfilment and happiness through religious involvement. This similarly explains the increasing participation in recent years of the higher social classes in cults and sects as they search for meaning and a sense of community in individualistic contemporary society. Participation is high in these religious groups as they appeal to the wealthiest in society, particularly those working in education, social care, counselling and those who have been University educated, through the promise of self-development within a culture of individualism. Religious practice is higher amongst the proletariat because it was seen as a source of hope and support to the exploited workers. At the same time religion was used to indoctrinate the lower classes by the bourgeoisie. Encouraging lower class religious participation facilitated religious socialisation into passive conformity. Any other reasonable point.

Q14* Evaluate the view that measures of religious practice provide an accurate representation of religious belief. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q14* Evaluate the view that measures of religious practice provide an accurate representation of religious belief. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Davie's introduced the idea of 'belief without belonging' which highlighted the issues of accurately measuring religious practice when many individuals are not active in traditional churches or ceremonies. • Day's research looks at religious belief by using surveys to demonstrate the variations in an individual's religious participation and the complexities of using surveys to measure such things. • Cornwall et al. developed a model of 'religiosity' which is a better concept to help to measure religious belief. This aims to look at some of the different aspects of what is normally involved with being a religious person. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • This is a dimension of modern religiosity that creates a difference between measures of believing and measures of belonging which will help research in understanding religion in a modern context. It is increasingly the case that people do believe in some form of religion but don't attend places of worship. • The surveys reflect a number of different approaches to religious belief. There is religious 'adherents' who belong to a church and believe in God and the church etc. There are also Natal Christians, Ethnic Christians and Aspirational Christians. • This considers the idea that religiosity of an individual is better measured, when all aspects of religion are considered. This focused-on Mormons within the USA. The analysis showed religiosity is best viewed as 'multidimensional'. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Rational choice theorists focus on the importance of individual choice in religion. They argue that the only reason 'belief without belonging' exists in some areas, is due to the prevailing religious culture not having a number of competing groups like lots of different churches or sects. This means choice is limited forcing people to choose the only religious option in that area. • When analysing any results it would be extremely difficult to operationalise because the meaning of concepts on what people think is religious belief can be interpreted very differently. Statistical measurements can also change over time and in their definition. • The issue with using religiosity as a concept to reflect religious belief is that it's still unclear on how people's participation in religion affects what religion really means to them. Cornwall's research suggests individual participation can take many different forms and is diverse. This makes any kind of accurate measurement difficult.

<ul style="list-style-type: none">• The Gallup poll and the British Religion in Numbers (BRIN) website are examples that show official statistics that have some reliability and can be quantified and then compared. Perfect showed that different measures show similar results in similar regions despite different measures being used.• Any other reasonable point.	<ul style="list-style-type: none">• This is despite different measures being used each time. The survey that Perfect used was from people in different European countries and found that in the UK, 33% of people answering the survey, believed there was a 'spirit or life force'. The measures are an accurate way of highlighting religious belief.• Any other reasonable point.	<ul style="list-style-type: none">• If a survey asks individuals about their types of belief, then it doesn't fully measure what religious belief is all about which is religious participation. This is because a religious believer may answer that they share a specific belief due to what's expected of them by their church. This would affect the validity of the findings.• Any other reasonable point.
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Q15* Discuss to what extent religion causes change in society. Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]			
Level	AO1 Knowledge and Understanding (AO1 x 8)	AO2 Application (AO2 x 8)	AO3 Analysis and Evaluation (AO3 x 8)
4	7-8 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	7-8 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions that are clearly justified. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	5-6 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	5-6 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw justified conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	3-4 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	3-4 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1-2 marks The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1-2 marks The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1-2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q15* Discuss to what extent religion causes change in society.

Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Weber was of the view that religion is/can be a force for change. Religion is a strong force for social change and capitalism wouldn't have developed without the 'protestant work ethic' • Feminists' view religion as a conservative force which prevents change. The continuing use of gender-specific symbolism as well as patriarchy being normalised and encouraged prevents social change when it comes to gender equality. • Postmodern views of religion base themselves on the 'grand narratives' of religion are not accepted by individuals. Religions offer people choice and individuals are seen to be picking and sometimes mixing religious ideas keeping the ones they are interested in and discard the ones they aren't interested by. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • This shows the significance of some religious ideas in the growth and spread of capitalism and Islamic social change prompted by movements such as Boko Haram in Nigeria and ISIS in Syria and Iraq. • The practice of female circumcision was referred to here within Islamic communities. The practice itself is not true to Islam but comes from misrepresenting a teaching from the Qu'ran. This practice continues today in some places, This is shown by El Saadawi's focus on overt violence and control over women, however there is far more scrutiny on the practice in Western cultures highlighting societal change. • 'Spiritual shopping' describes a postmodern approach to religion. Individuals are the authority, so this view shows the changing picture of how religion has caused change in society. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Marxists would disagree with this judgement and sees religion as a conservative force that prevents and hampers social change. There is oppression of the masses and acceptance of the inequalities of capitalism. • Liberal Feminists have conceded that reform of patriarchal organisations is possible. For example, the Church of England has seen a steady increase in women priests when the tradition was changed back in 1992 showing how social change can happen. • Religion as 'spiritual shopping' shows us that the global world, which was created by the internet and digital media, completely lacks in any true meaning. Individuals may choose to believe some parts of religion but not to actually be part of a community.

<ul style="list-style-type: none"> • Neo-Marxists suggest cultural institutions like religion can be seen to be displaying 'relative autonomy' or some independence away from the ruling class ideology. Religion has the potential to make a positive contribution to society through supporting oppressed groups in society in a desire to create more equality and justice. • Malinowski supported the functionalist view of what role religion has and whether it should affect change. He completed anthropological fieldwork on islanders who were involved in fishing near New Guinea. • Any other reasonable point. 	<ul style="list-style-type: none"> • The experience of religious individuals like Martin Luther King shows an ability to lead the working class to fight against the power of the ruling class, although the institution belongs to a church or denomination. Religion can then become an institution of empowerment for the proletariat, which influences change in society. • Religion has a clear function in regard to society and this was highlighted by religious rituals like funerals. These life events gave people the opportunity to question their very existence and the attachments they had made in life. The rituals functioned as a way of dealing with sadness or stress. This suggested that religion should need to be change as it has a function for society as it is. • Any other reasonable point. 	<ul style="list-style-type: none"> • Functionalist views from Durkheim state social change is seen as a potential source of 'anomie' and is thus discouraged. Religion does not cause social change; it hampers it, and any critical ideas may de-stabilise the 'status quo'. • The methods used in the study would have to be able to make big generalisations on the reason behind the rituals and this then means the ability to be able to use this methodology for other kinds of societies becomes very difficult. This affects the representativeness of the research. • Any other reasonable point.
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H582/03 Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	4	0	0	4
2	4	4	0	8
3	4	4	8	16
4 / 8 / 12	4	0	0	4
5 / 9 / 13	4	4	0	8
6* / 10* / 14*	4	4	8	16
7* / 11* / 15*	8	8	8	24
Totals	32	24	24	80

*These questions include criteria for Quality of Extended Response.