

**GCE**

**Sociology**

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

A Level

**Mark Scheme for June 2024**

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

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

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

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

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM Assessor

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

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

### MARKING

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

#### 5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

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

**Multiple Choice Question Responses**

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

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

**Contradictory Responses**

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

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

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

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

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

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

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













6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer spaceAward Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

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

## 11. Annotations

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

## 12. Subject Specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

**USING THE MARK SCHEME**

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

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

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

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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



## Section A

Question	Answer	Marks	Guidance
1	<p><b>With reference to the source(s) and your wider sociological knowledge, explain media convergence.</b>  <b>AO1: Knowledge and understanding</b>  <b>Level 4: 5 marks</b>  The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological evidence; the evidence is generally accurate and detailed. The information presented is relevant and substantiated.  <i>There will typically be two developed points.</i>  <b>Level 3: 3–4 marks</b>  The candidate demonstrates a <b>good</b> knowledge and understanding of either a range of sociological evidence or some evidence in detail. The evidence is generally accurate but underdeveloped. The information presented is in the most part relevant and supported by some evidence.  <i>There will typically be one developed, or two underdeveloped points.</i>  <b>Level 2: 2 marks</b>  The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological evidence. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is supported by <b>basic</b> evidence.  <i>There will typically be one underdeveloped point, or two or more undeveloped points.</i>  <b>Level 1: 1 mark</b>  The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological evidence. Very little relevant sociological evidence is presented; the response contains considerable inaccuracy and lacks clarity. The material is <b>limited</b> or based on common sense.  <i>There will typically be one undeveloped point.</i>  <b>0 marks</b>  No relevant knowledge or understanding.</p>	9	<p><b>AO1: Knowledge and understanding</b>  NOTE: Contemporary examples should be credited in AO1 in the same way as sociological studies.</p> <p>Candidates are likely to refer to:</p> <ul style="list-style-type: none"> <li>• technological convergence, e.g. Boyle; examples of devices to demonstrate the idea (e.g. apple watch, smart phone)</li> <li>• economic convergence e.g. Marxism, Jenkins</li> <li>• cultural convergence</li> <li>• convergence of ownership - Marxism e.g. Cornford and Robbins</li> <li>• Positive and/ or negative impacts of media convergence, for example, ease of use/ convenience; more opportunities for surveillance etc.</li> <li>• Other reasonable response (expect a range of other material to be used and applied).</li> </ul>

		<p><b><u>AO2: Application</u></b></p> <p><b>Level 4: 4 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to apply relevant source material to the question. The candidate has explicitly and frequently applied relevant material from at least one of the sources to support their wider sociological knowledge.</p> <p><i>There will typically be two direct references to the source(s), which are both applied to sociological points.</i></p> <p><b>Level 3: 3 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to apply source material to the question. The candidate has occasionally applied relevant material from at least one of the sources to support their wider sociological knowledge, or frequently applied the source(s) in an unsubstantiated way.</p> <p><i>There will typically be one direct reference to one of the sources, which is applied to a sociological point, or two direct references to the source(s) which are not applied to sociological points.</i></p> <p><b>Level 2: 2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to apply source material to the question. The candidate has occasionally made use of material from the source(s) in an unsubstantiated way.</p> <p><i>There will typically be one direct reference to one of the sources which is not applied to a sociological point.</i></p> <p><b>Level 1: 1 mark</b></p> <p>The candidate shows a <b>limited</b> ability to apply source material to the question. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials.</p> <p><i>There will typically be only recycled/ implicit reference to the source(s), linked to an AO1 point.</i></p> <p><b>0 marks:</b></p> <p>No relevant sociological application of the source(s).</p>		<p><b>AO2: Application</b></p> <p><b>NOTE:</b> In this question AO2 is awarded for use of source(s) and how well they have been applied to other material used.</p> <ul style="list-style-type: none"> <li>• 'Direct' reference means the candidate writes 'Source A/ B....' or quotes a <b>relevant</b> part of one of the sources directly.</li> <li>• 'Implicit/ recycled' reference means the candidate quotes from/ references the source indiscriminately (without clear reference to the question or point being made) or just uses words from it without quoting or referencing directly.</li> </ul> <p>References to the source(s) might include:</p> <ul style="list-style-type: none"> <li>• The digital revolution has caused an incredible change in the way that information is stored, produced and transmitted (Source A)</li> <li>• Media convergence has resulted in fewer, but much larger media companies that dominate all forms of digital media and the technology used to produce and view it. (Source A)</li> <li>• Advances in digital technology have also led to multi-media and multi-functional mobile devices being embedded into our everyday lives. (Source A)</li> <li>• These allow us to both connect to other devices and carry out numerous tasks, often at the same time. (Source A)</li> <li>• Interconnected devices such as smart speakers have made daily life simpler, (Source B)</li> </ul>
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Question	Answer	Marks	Guidance
2	<p><b>With reference to the source(s) and your wider sociological knowledge, evaluate the view that the digital revolution has increased opportunities to monitor personal information.</b></p> <p><b><u>AO1: Knowledge and understanding</u></b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the evidence is generally accurate and detailed. The material presented is relevant and supported by evidence. <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped, <b>or</b> narrow. The material presented is mostly relevant and supported by some evidence. <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped but will have some relevance. <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant</p>	10	<p><b>AO1: Knowledge and understanding</b>  NOTE: Contemporary examples should be credited in AO1 in the same way as sociological studies. These will both count as sociological material.</p> <p>NOTE: Some candidates may interpret the view as including increased opportunities for individuals to monitor their own personal information. Though this was not the intention of the question, this should be credited.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Opportunities for greater surveillance – The Snowden Report, Foucault, Cambridge Analytical.</li> <li>• Another form of control - Cornford and Robbins (Ideological state apparatus, Marxist)</li> <li>• Has strengthened the power of the elites – Fuchs</li> <li>• Algorithms developed by social network sites determine what people like, want, know and find – Van Dijk</li> <li>• The tracking and monitoring of location/browsing history/shopping/device use, using cookies.</li> <li>• Few of us opt out of tracking cookies when using websites.</li> <li>• Laws such as the Regulatory Powers Act 2016 requires internet providers to keep records for one year of every website we visit so that government agencies can look at these records (link to Source B).</li> <li>• Other reasonable response (expect a range of other material to be used and applied).</li> </ul>

		<p>sociological material is presented, and the response may be largely based on common sense; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question.</i></p> <p><b>0 marks:</b> No relevant knowledge or understanding.</p> <p><b><u>AO2: Application</u></b>  <b>Level 2: 2 marks</b>  The candidate demonstrates an excellent or good ability to apply relevant source material. The candidate has explicitly applied material from at least one of the sources.  <i>There will typically be at least one developed explicit reference to source material.</i></p> <p><b>Level 1: 1 mark</b>  The candidate shows a basic or limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way.  <i>There will typically be at least one implicit/ recycled reference to source material.</i></p> <p><b>0 marks:</b> No relevant sociological application.</p> <p><b><u>AO3: Analysis and evaluation</u></b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed evaluation points. There may be a critical and reasoned conclusion.  <i>There will typically be two developed points challenging the view in the question.</i></p> <p><b>Level 3: 3 marks</b></p>		<p><b>AO2: Application</b>  <b>NOTE:</b> In this question AO2 is awarded for use of source(s).</p> <ul style="list-style-type: none"> <li>• 'Direct' reference means the candidate writes 'Source A/ B....' or quotes a <b>relevant</b> part of one of the sources directly.</li> <li>• 'Implicit/ recycled' reference means the candidate quotes from/ references the source indiscriminately (without clear reference to the question or point being made).</li> </ul> <p>References to the source(s) might include:</p> <ul style="list-style-type: none"> <li>• Advances in digital technology have also led to multi-media and multi-functional mobile devices being embedded into our everyday lives. (supporting view - Source A)</li> <li>• Interconnected devices such as smart speakers have made daily life simpler, but have also made it easier to collect data about our everyday lives. (supporting view - Source B)</li> <li>• Laws have been passed so that governments can monitor our digital media use; (supporting view - Source B)</li> <li>• The digital world gives anonymity and privacy, both through social media and the more illegal parts of the internet (challenging view - Source B)</li> </ul> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> Contemporary examples should be credited in AO3 in the same way as sociological studies. These will both count as sociological material.</p> <p><b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing</p>
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		<p>The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped <b>or</b> narrow. The candidate may reach an explicit but brief conclusion.  <i>There will typically be one developed point or two underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative.  <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion.  <i>There will typically be one undeveloped point challenging the view in the question.</i></p> <p><b>0 marks:</b> No relevant sociological evaluation or analysis.</p>		<p>with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.  A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/weaknesses to the view that the digital revolution has increased opportunities to monitor personal information.</p> <p>Relevant material challenging the view may include:</p> <ul style="list-style-type: none"> <li>• The digital revolution has provided opportunities to expose the monitoring of personal information e.g., WikiLeaks, the Cambridge Analytica scandal or the hacker group Anonymous.</li> <li>• Digital communication networks are too numerous to be constantly monitored and controlled.</li> <li>• Some apps such as whatsapp have end to end encryption and so cannot be monitored</li> <li>• The option to opt out of cookies is always now provided.</li> <li>• The dark web is not monitored.</li> <li>• People can hide their identities online (e.g. virtual world, catfish, cyborgs – Haraway)</li> <li>• Other reasonable response (expect a range of other material to be used and applied).</li> </ul>
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Question	Answer	Marks	Guidance
3	<p><b>Evaluate the view that that globalisation has led to a homogenised culture.</b></p> <p><b><u>AO1: Knowledge and understanding</u></b></p> <p><b>Level 4: 4 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. The material presented is supported by evidence. <i>There will typically be two developed points supporting the view in the question.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. The material presented is supported by some evidence. <i>There will typically be one developed point or two underdeveloped points supporting the view in the question.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question.</i></p> <p><b>0 marks:</b> No relevant knowledge or understanding.</p>	16	<p><b>AO1: Knowledge and understanding</b> NOTE: Contemporary examples should be credited in AO1 in the same way as sociological studies. These will both count as sociological material.</p> <p>Candidates are likely to refer to:</p> <ul style="list-style-type: none"> <li>• Marxist/ Neo-Marxist perspectives</li> <li>• Spread of capitalism, Cornford &amp; Robbins</li> <li>• Cultural Imperialism/ Westernisation – Seabrook, Fenton</li> <li>• Americanisation</li> <li>• McDonaldisation/ McWorld and the spread of rational and homogenised business practices– Ritzer</li> <li>• The spread of consumer culture</li> <li>• ‘Cult of homogeneity’/ the squeezing out of local cultural products – McChesney, Klein</li> <li>• Other reasonable response (expect a range of other material to be used and applied).</li> </ul>

		<p><b><u>AO2: Application</u></b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question. <i>Typically, both AO1 developed points will be supported by evidence that is explicitly applied to the view in the question.</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good ability to apply sociological material. The material is potentially relevant but is explicitly related to the question only occasionally. <i>Typically, at least one AO1 developed point will be supported by evidence that is explicitly applied to the view in the question.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly/ and lacks focus on the question. The response may be generalised. <i>Typically, evidence will be potentially relevant and mainly implicitly applied to the question.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance. <i>Typically evidence will be of marginal relevance and not focused on the question.</i></p> <p><b>0 marks</b> : No relevant sociological application.</p>		<p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question – the view that that globalisation has led to a homogenised culture.</p>
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		<p><b><u>AO3: Analysis and evaluation</u></b></p> <p><b>Level 4: 7-8 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed points or two developed points and one underdeveloped point challenging the view in the question.</i></p> <p><b>Level 3: 5-6 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped <b>or</b> lack range. The candidate may reach a critical but brief conclusion. <i>There will typically be two developed points or three underdeveloped points challenging the view in the question.</i></p> <p><b>Level 2: 3-4 marks</b> The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be undeveloped or narrow. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative. <i>At the top of the band, there will typically be one developed or two underdeveloped points challenging the view in the question. Three or more undeveloped points may also be seen at this level. One underdeveloped point would be at the bottom of the band.</i></p> <p><b>Level 1: 1-2 marks</b> The candidate demonstrates a limited ability to analyse and evaluate. Only brief and/ or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one or two undeveloped/ implicit/ vague points which could potentially challenge the view in the question OR assertive.</i></p> <p><b>0 marks:</b> No relevant sociological evaluation or analysis.</p>		<p><b>AO3: Analysis and evaluation</b> NOTE: Contemporary examples should be credited in AO3 in the same way as sociological studies. These will both count as sociological material.</p> <p>NOTE: A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used. A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/ weaknesses to the view that globalisation has led to a homogenised culture.</p> <p>Relevant material challenging the view may include:</p> <ul style="list-style-type: none"> <li>• Cultural defence/ resistance - e.g. the use of the internet by indigenous peoples to protect their environment and way of life through organisations such as Tribalnet</li> <li>• Reverse colonisation – Mexicanisation of California, Giddens</li> <li>• Glocalisation (Robertson, Martell)</li> <li>• Cultural hybridity – Hall, Miller (evidence from the 'why we post' project)</li> <li>• Cultural homogenisation/western domination is over-exaggerated – e.g., Mohammadi</li> <li>• Other reasonable response (expect a range of other material to be used and applied).</li> </ul>
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**Section B**  
**OPTION 1 – CRIME AND DEVIANCE**

Question			Answer	Marks	Guidance
4		*	<p>In what ways can middle class criminals avoid detection and punishment?</p> <p style="text-align: center;">PLEASE REFER TO APPENDIX 1</p>	10	<p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Examples should be credited in the same way as sociological studies, concepts or theories.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Able to 'negotiate' their way out of situations (Cicourel)</li> <li>• Can use political and financial power to escape arrest and conviction – Marxism e.g. Box</li> <li>• White collar crime is not socially constructed as crime; no blood, no crime scene etc - Croall</li> <li>• Often victims are unaware of the crimes against them, e.g., fraud</li> <li>• Crimes such as corruption are often seen as 'victimless'</li> <li>• Businesses wish to avoid bad publicity, so tend to deal with these types of crime 'in-house'</li> <li>• Chances of being caught are quite low, e.g. Friedrichs</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b></p> <ul style="list-style-type: none"> <li>• The selected knowledge should be directly specific to the question – ways that white-collar crime can avoid being recorded in the official crime statistics.</li> </ul>

Question	Answer	Marks	Guidance
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5		*	<p><b>Assess the view that left wing solutions to crime are effective.</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and understanding</b> Candidates are expected to focus on sociological views and evidence supporting the view that left wing solutions are effective.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Tackling the social causes of crime through structural changes will reduce crime – increase benefits, more equal income distribution, improve standard of living, more employment and training, improved education etc. Lea &amp; Young.</li> <li>• Rehabilitation, reintegrative shaming and community sentencing are all an effective deterrent to re-offending, Braithwaite.</li> <li>• Restorative justice encourages offender to take responsibility and considers the needs of both victims and offenders, has been shown to reduce reoffending rates, so more effective than retribution, Braithwaite, Surrey Youth Restorative Justice Intervention programme (YRI), Shapland.</li> <li>• Community policing is a more effective form of control than military style policing, Lea &amp; Young, Bowling and Phillips.</li> <li>• Multi-agency working and early intervention with those ‘at risk’ of offending or victimisation will prevent crime. Lea and Young.</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly specific to the question – left-wing solutions to crime are effective.</p> <p><b>AO3: Analysis and evaluation</b> <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/</p>
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					<p>underdeveloped/ undeveloped, depending on detail/ evidence used.</p> <p>A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/ weaknesses to the view that that left wing solutions to crime are effective.</p> <p>Relevant material challenging the view may include:</p> <ul style="list-style-type: none"> <li>• Right wing/ New Right arguments - left wing solutions to crime are unrealistic and ineffective.</li> <li>• Left wing solutions are idealistic and offer no long-term solutions to crime, Murray.</li> <li>• Left wing suggestions that a more equal society will have less crime are seen as idealistic. E.g. raising benefits would only increase 'feckless' behaviour, Murray</li> <li>• Restorative justice programmes are only appropriate for minor offences.</li> <li>• Situational crime prevention (surveillance/target hardening) is a more effective way of preventing crime, Clarke, Felson, Painter and Farrington.</li> <li>• Consensual/Community policing not successful/underestimates racism, Gilroy.</li> <li>• Punitive punishment and control are more effective as a deterrent; e.g., the USA 'three strikes and you're out' policy; Murray.</li> <li>• Zero tolerance policing has shown to be effective – New York 1990 to 2009, Zimring.</li> <li>• Other reasonable response.</li> </ul>
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Question			Answer	Marks	Guidance
6		*	<p><b>Evaluate the view that the main cause of crime and deviance is labelling.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b>  NOTE: Due to the narrow nature of this question, other interactionist views relating to crime and deviance may be credited (e.g. primary and secondary deviance).</p> <p>Candidates are expected to demonstrate knowledge and understanding of the view that the main cause of crime and deviance is labelling.</p> <p>Relevant material supporting the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Interactionist views</li> <li>• Labelling and the social construction of crime and deviance – Becker, Young, Cicourel, Plummer</li> <li>• Primary and secondary deviance - Lemert</li> <li>• Self-fulfilling prophecy</li> <li>• Master status - Becker</li> <li>• Deviant career – Becker, Plummer</li> <li>• Deviance amplification, Moral panics and Folk devils – Wilkins, Cohen, Fawbert, Hall</li> <li>• Matza – delinquency and drift, techniques of neutralisation</li> <li>• Chambliss – Saints and Roughnecks</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly specific to the question –the main cause of crime and deviance is labelling.</p> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing</p>

					<p>with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used. A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/ weaknesses to the view that the main cause of crime and deviance is labelling.</p> <p>Relevant material opposing the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Strain theory – Merton</li> <li>• Subcultural explanations – Cohen, Cloward &amp; Ohlin, CCCS</li> <li>• Right Realism – Wilson</li> <li>• Left Realism – Lea &amp; Young</li> <li>• The New Right - Murray</li> <li>• Marxism – Bonger, Gordon, Chambliss</li> <li>• Neo Marxism/ Radical criminology – CCCS, P Cohen, Hebdige</li> <li>• Cultural criminology – Katz, Lyng, Presdee</li> <li>• Other reasonable response</li> </ul>
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**Section B**  
**OPTION 2 – EDUCATION**

Question			Answer	Mark s	Guidance
7		*	<p><b>In what ways have educational policies since 1988 increased competition between schools?</b></p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>AO1: Knowledge and understanding</b>  <b>NOTE:</b> Policies/ examples should be credited in the same way as sociological studies, concepts or theories.</p> <p>Candidates' knowledge and understanding should focus on <b>how</b> policies may have increased competition between schools.</p> <p>Relevant material supporting the view in the question may include:</p> <ul style="list-style-type: none"> <li>• The New Right – Chubb &amp; Moe</li> <li>• Marketisation – link to ERA 1988</li> <li>• League tables</li> <li>• OFSTED</li> <li>• National Curriculum and standardised testing</li> <li>• Parentocracy/ parental choice – Gerwitz (choosers)</li> <li>• Academy Schools</li> <li>• Free Schools</li> <li>• Specialist Schools</li> <li>• Public Choice Theory - Buchanan &amp; Tullock</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – the ways education policies since 1988 have increased competition between schools.</p>

Question			Answer	Marks	Guidance
8		*	<p><b>Assess the view that the role of education is to produce an obedient workforce.</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>NOTE:</b> It is possible that some candidates may use functionalist ideas to support the view in the question. Though this is not the expectation for this question, this can be credited as AO1 if clearly used to support the view in the question. However, <b>do not ‘double reward’ such material (i.e. AO1 or AO3, not both for same point).</b></p> <p><b>AO1: Knowledge and understanding</b> Candidates should focus on sociological views that agree with the statement and are likely to refer to:</p> <ul style="list-style-type: none"> <li>• Marxist views on the role of education.</li> <li>• Education as an ISA - Althusser</li> <li>• Social/ Cultural reproduction - Bourdieu</li> <li>• The hidden curriculum (Bowles and Gintis, myth of meritocracy)</li> <li>• The correspondence principal - Bowles &amp; Gintis</li> <li>• Learning to labour - Willis</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question – the view that the role of education is to produce an obedient workforce.</p> <p><b>AO3: Analysis and evaluation</b> <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used. A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/weaknesses to the view that the role of education is to produce an obedient workforce. Relevant material opposing the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Functionalism – Durkheim, Parsons</li> <li>• Role allocation – Davis &amp; Moore</li> </ul>

					<ul style="list-style-type: none"><li>• Resistance/ anti-school subcultures – Willis</li><li>• Social democratic view- more focused on equal opportunities</li><li>• The formal curriculum includes subjects that encourage critical thinking.</li><li>• New Right – Vocationalism, preparing people with skills</li><li>• Feminism – more focused on patriarchal control</li><li>• Illich – liberal approach, deschooling</li><li>• Other reasonable response.</li></ul>
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Question			Answer	Marks	Guidance
9		*	<p><b>Evaluate the view that material factors are the main cause of differences in educational achievement.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	40	<p><b>AO1: Knowledge and understanding</b>  NOTE: Material factors may be applied to social class or ethnic differences in educational achievement.</p> <p>Candidates' knowledge and understanding should focus on material factors as the main cause of differences in educational achievement.</p> <p>Relevant material in support of the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Barriers to learning, lack of resources - Smith &amp; Noble</li> <li>• Income and achievement - Blanden and Gregg</li> <li>• Fear of debt - Callender and Jackson, Forsyth and Furlong</li> <li>• Selection by mortgage, hidden costs of education – Ball</li> <li>• Lack of nutrition, accommodation - Howard</li> <li>• 'Covert selection', schools discouraging lower socio-economic pupils - Tough &amp; Brooks</li> <li>• Covid 19 – interruption to education had a greater negative impact on the working class</li> <li>• Advantages of private schools</li> <li>• Cost of extra-curricular activities/ economic capital can buy cultural capital (Bourdieu)</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – material factors are the main cause of differences in educational achievement.</p> <p><b>AO3: Analysis and evaluation</b>  <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.</p>

					<p>A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss alternatives/weaknesses to the view that material factors are the main cause of differences in educational achievement.</p> <p>Relevant material opposing the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Cultural deprivation <ul style="list-style-type: none"> <li>○ Bourdieu, Reay, Feinstein, Bernstein, Sugarman</li> </ul> </li> <li>• In-school factors <ul style="list-style-type: none"> <li>○ Teacher labelling/ expectations/ stereotyping – Becker, Keddie, Dunne and Gazeley, Reay, Rosenthal &amp; Jacobson</li> <li>○ Setting/ streaming – Gilborn &amp; Youdell, Ball, Hargreaves, Rist</li> </ul> </li> <li>• Peer groups/ anti-school subcultures – Willis, Hargreaves, Mac an Ghail</li> <li>• Other reasonable response.</li> </ul>
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**Section B**  
**OPTION 3 – RELIGION, BELIEF AND FAITH**

Question			Answer	Marks	Guidance
10		*	<p>In what ways do sects differ from other religious institutions?</p> <p style="text-align: center;"><b>PLEASE REFER TO APPENDIX 1</b></p>	10	<p><b>NOTE:</b> Examples should be credited in the same way as sociological studies, concepts or theories.</p> <p><b>NOTE:</b> Even though sects and cults are separate and different in sociology, the term cult is sometimes used in the media to describe sects. Examples of such sects/ cults are creditable (e.g. Branch-Davidian, People's Temple).</p> <p><b>AO1: Knowledge and understanding</b>  Candidates are expected to focus on <i>differences</i> between sects and other religious institutions.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Sects are small and do not accept the norms and values of society</li> <li>• They tend to be world rejecting (Wallis)</li> <li>• Sects claim a monopoly on religious truth</li> <li>• Sects tend to not have organisational structures, but do have charismatic leaders (e.g. David Koresh, Jim Jones)</li> <li>• They demand total commitment from members – Weber.</li> <li>• Comparisons to church or denomination, e.g. Troeltsch - the opposite of a church.</li> <li>• Tend to be short lived.</li> <li>• Other reasonable response</li> </ul> <p><b>AO2: Application</b>  The selected knowledge should be directly related to the specific question – ways that sects differ from other religious institutions.</p>

Question			Answer	Marks	Guidance
11		*	<p><b>Assess the view that religion is a negative force in society.</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	20	<p><b>AO1: Knowledge and Understanding</b> Candidates should focus on sociological views which support the view that religion is a negative force in society, which may include:</p> <ul style="list-style-type: none"> <li>• Marx: religion keeps people in a state of oppression; false consciousness, opium of the people;</li> <li>• Neo-Marxists: those within religions are promoting capitalist values and norms rather than working for society's members as a whole.</li> <li>• Feminists: religion tends to support the needs of a patriarchal society; de Beauvoir, Woodhead</li> <li>• Veiling interpreted as a symbol of patriarchy and oppression; Aldridge</li> <li>• Religion can be divisive and promotes conflict rather than social integration; e.g. Northern Ireland, Middle East</li> <li>• Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question, that religion is a negative force in society</p> <p><b>AO3: Analysis and evaluation</b> <b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used. A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss arguments and evidence which challenges the view that religion is a negative force in society. Relevant material criticising/ opposing the view in the question may include:</p>

				<ul style="list-style-type: none"> <li>• Challenges to Marx's views: e.g. outdated, biased, deterministic</li> <li>• The decline in religion in UK and Europe challenges its relevant and power to be a negative force.</li> <li>• Functionalist challenge: Durkheim argued that religion had a role in building 'social solidarity' and a collective conscience, preventing anomie, sacred and the profane, and so is a positive force in society</li> <li>• Functionalist challenge: Religious rituals help members of society with stressful life events such as birth, puberty, marriage and death. Malinowski; Parsons, and so religion has a positive role, and is not a negative force.</li> <li>• Functionalist challenge: Parsons: the social norms that guide behaviour are integrated into systems of values by religious teachings e.g. the role of Christian moral guidelines, such as the Ten Commandments and the influence of these on legal systems and family codes, preventing widespread deviance and so it a positive force.</li> <li>• Weberian/ neo-Marxist challenge: religion as a force for change/ liberation theology could be applied as a positive role in meeting society's need for change, therefore religion is not always a negative force.</li> <li>• Postmodernist challenge: religion has fragmented and organised religion has declines, NRMs may provide meaning in an uncertain, postmodern world, thus religion no longer acts as a negative force.</li> <li>• Other reasonable response.</li> </ul>
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Question			Answer	Marks	Guidance
12		*	<p><b>Evaluate the view that religion has declined in importance.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	<b>40</b>	<p>Candidates' knowledge and understanding should focus on the view that religious has declined in importance.</p> <p><b>AO1: Knowledge and Understanding</b> Candidates should focus on sociological views which support the view that religion has declined in importance, which may include:</p> <ul style="list-style-type: none"> <li>Statistics on declining religious belief demonstrate declining importance – British social attitudes survey, Pew Research group.</li> <li>Statistics on declining church attendance (Census data, Brierley).</li> <li>Statistics on decline of religious rituals, such as baptisms, marriages, funerals (British Religion in Numbers).</li> <li>Decline in influence of religious leaders and the Church in British politics (Martin).</li> <li>Evidence in support of the secularisation thesis: Bruce, Wilson, Wallace.</li> <li>Vicarious religion unconvincing, suggesting decline in importance (Bruce &amp; Voas).</li> <li>Belonging without believing – Sea of Faith (Cupitt), suggests declining importance of religious belief despite some evidence of religious practice</li> <li>Spirituality is not religious belief (Bruce), so an increase in NRMs/ NAMs is not evidence of continuing importance.</li> <li>Increase in rationalisation (Weber).</li> <li>Other reasonable response.</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question, that religion has declined in importance.</p>

					<p><b>AO3: Analysis and evaluation</b></p> <p><b>NOTE:</b> A critical conclusion which brings in new material/ ideas and reaches a judgment on the view in the question should be credited as EVAL (whether it ends up agreeing or disagreeing with the view). This may be developed/ underdeveloped/ undeveloped, depending on detail/ evidence used.</p> <p>A summative conclusion/ sentence which merely restates the question does not gain credit.</p> <p>Candidates are expected to discuss arguments and evidence which challenges the view that religion has declined in importance. Relevant material criticising/ opposing the view in the question may include:</p> <ul style="list-style-type: none"> <li>• Despite decline attendance figures, we still have: 'Belief without belonging' (Davie); vicarious religion – (Davie); Privatised religion (Heelas) - suggesting continued importance.</li> <li>• Religious belief and practice amongst minority ethnic groups remains important – Modood, Johal, Mirza</li> <li>• Religious belief and practice amongst the older population is still widespread and important.</li> <li>• Increase in fundamentalist beliefs suggests increasing importance (Giddens).</li> <li>• Diversity of religious beliefs and practice (e.g., growth of Pentacostalism) suggests continued importance.</li> <li>• Increase in membership of NRMs as alternatives to mainstream religion suggests continued importance.</li> <li>• Increase in New Age/spiritual beliefs – e.g., Kendal Project (Woodhead &amp; Heelas) suggests continued importance.</li> <li>• The world has more people with traditional religious beliefs than ever before (Norris and Inglehart); global perspective on continued importance of religion (e.g., in USA, parts of Asia, South America, parts of Africa)</li> </ul>
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					<ul style="list-style-type: none"><li>• Few people define themselves as atheists; Census 2011 suggesting continued importance.</li><li>• Continuing role of religion in public life (e.g., in schools, Parliamentary procedure, funeral of Queen Elizabeth II).</li><li>• Postmodernist views on changing role of religion rather than a decline in important (e.g., Hervieu-Leger, Lyon).</li><li>• Other reasonable response.</li></ul>
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## APPENDIX 1

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

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

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	6	The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and substantiated. <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i>
3	4-5	The candidate demonstrates a <b>good</b> knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow. There is a line of reasoning presented with some structure. The response presented is in the most-part relevant and supported by some evidence. <i>There will typically be two developed knowledge points, or one developed point with others which are underdeveloped at the top of the band. One developed point or at least three underdeveloped points would typically be at the bottom of the band.</i>
2	2-3	The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. <i>There will typically be one or two underdeveloped points, or two or more undeveloped points.</i>
1	1	The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one undeveloped point or a vague representation.</i>
0	0	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

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

## APPENDIX 2

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

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	<p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated.</p> <p><i>There will typically be three developed knowledge points (top), or two developed points and one underdeveloped point (bottom).</i></p>
3	5-6	<p>The candidate demonstrates a <b>good</b> knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped <b>or</b> narrow.</p> <p>There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence.</p> <p><i>There will typically be two developed knowledge points or at least one developed point with others which are underdeveloped at the top of the band. One developed point or at least three underdeveloped points would typically be at the bottom of the band..</i></p>
2	3-4	<p>The candidate demonstrates a <b>basic</b> knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with basic structure. The response is supported by basic evidence.</p> <p><i>There will typically be one or two underdeveloped points, or two or more undeveloped points.</i></p>
1	1-2	<p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is basic and communicated in an unstructured way. The response is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><i>There will typically be one undeveloped point or a vague representation.</i></p>
0	0	No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

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

**AO3: Analysis and Evaluation (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7-8	The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed evaluation points (top), or two developed points and one underdeveloped point (bottom).</i>
3	5-6	The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped. The candidate may reach a critical but brief conclusion. <i>There will typically be two developed points or at least one developed evaluation point with others which are underdeveloped at the top of the band, or one developed/ at least three underdeveloped points at the bottom of the band.</i>
2	3-4	The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Evaluation points are likely to be anecdotal and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative. <i>There will typically be one or two underdeveloped points, or two or more undeveloped or juxtaposed points.</i>
1	1-2	The candidate demonstrates a <b>limited</b> ability to analyse and evaluate. Only implicit evaluation is present. There is unlikely to be a conclusion. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. <i>There will typically be one undeveloped point. At the bottom of the level there may be an assertive tone only.</i>
0	0	No relevant analysis or evaluation.

## APPENDIX 3

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

## AO1: Knowledge and understanding (16 marks)

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

**AO2: Application (8 marks)**

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

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

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

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