

GCE

Sociology

H580/03: Debates in contemporary society

A Level

Mark Scheme for June 2025

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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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**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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

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

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (No Response) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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
- 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

11. Annotations

Annotation	Meaning
	Knowledge and Understanding: for example, studies or theories or concepts
	Developed Point: fully explained in a relevant way/detailed (L4)
	Underdeveloped: Partially explained, but requiring more depth (L3)
	Unsubstantiated/undeveloped/implicit/accurate without explanation/little supporting evidence/knowledge (L2)
	Sociological or methodological evidence: concepts / statistics / social policy
	Application/Interpretation
	Limited
	Evaluation
	Example/Reference
	Juxtaposition of theories without direct evaluation
	Unclear/confused/lacks sense/not creditable
	Irrelevant: not related to the topic area and/or non-sociological
	Repetition
	Not clearly focused on question set tangential – sociological but not directly relevant
	Where a page has writing on, but it is not worthy of any credit.
	Highlighter tool

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 coordination scripts then become part of this Mark Scheme.

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

Section A

Question	Answer	Marks	Guidance
1	With reference to the source(s) and your wider sociological knowledge, explain how digital social networks have affected people's social capital. <u>AO1: Knowledge and understanding</u> Level 4: 5 marks The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The material presented is relevant and supported by evidence. <i>There will typically be two developed points of knowledge.</i> Level 3: 3–4 marks The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence. <i>There will typically be one developed point of knowledge, or 2 underdeveloped points.</i> Level 2: 2 marks The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The material has some relevance and is supported by limited evidence. <i>There will typically be one underdeveloped point of knowledge, or two or more undeveloped points.</i> Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks	9	AO1: Knowledge and understanding Relevant contemporary examples should be credited in the same way for AO1 as references to studies. Candidates are expected to demonstrate knowledge and understanding of how digital social networks have affected people's social capital, which may include: • Negative impacts: individuals lacking digital communication devices may not access social networks to gain social capital • Increasing social capital – social contacts and connections can be created through digital social networks which can be used to increase an individual's status (possible link to Bourdieu) • Access informal channels of education (Miller et al UCL research 2016) • Social networks can create broader social connections. (Marche) • Digital social networks create more social ties, i.e. connections between individuals that link them together (Granovetter), therefore enhancing social capital. • Activities that connect individuals directly to one another such as email and snapchat strengthen relationships, enhancing social capital (Zhao) • Social networking can provide opportunities for people to overcome traditional barriers to meeting people such as disability, geographical distance, family disapproval, broadening social capital.

		clarity. The material is basic and communicated in an unstructured way. <i>There will typically be one undeveloped point, or a vague representation.</i> 0 marks: No relevant knowledge or understanding. AO2: Application Level 4: 4 marks The candidate demonstrates an excellent ability to apply relevant source material and wider sociological knowledge to the question. The candidate has explicitly and frequently applied relevant material from at least one of the sources. <i>There will typically be two relevant applications of the source material. Sociological material will be fully focused on the question.</i> Level 3: 3 marks The candidate demonstrates a good ability to apply source material and wider sociological knowledge to the question. The candidate has occasionally applied relevant material from at least one of the sources, or frequently applied the source(s) in a less focused way. <i>There will typically be one relevant reference to the source material, and sociological material will be fully focused on the question OR there will be two applications of the source(s) but the sociological material's relevance to the question may be more implicit in places.</i> Level 2: 2 marks The candidate demonstrates a basic ability to apply source material and wider sociological knowledge to the question. The candidate has occasionally made use of material from the source(s) in an implicit way or merely recycled source material. <i>There will typically be at least one recycled/ implicit reference to the source material and the sociological material's relevance may be implicit.</i> Level 1: 1 mark The candidate shows a limited ability to apply source material and/ or wider sociological knowledge to the question. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials. <i>There will typically be one recycled/ implicit reference to the source material with no additional material to apply.</i> 0 marks: No relevant sociological application.	• Women may use communication technology to engage with and form relationships with women from across the world improving their social capital; (Haraway, Nakumara) • Digital social networks can allow young people to broaden and strengthen relationships with other young people, enhancing their social capital; (Boyle) • The older generation may use social media to maintain contact with family and friends, maintaining their social capital; (Berry) • Business relationships can be strengthened by digital social networking sites such as LinkedIn, Indeed, improving social capital • Social networks - Instagram and TikTok used to generate social and economic capital • Neo - Marxist Castells-digital social networks are centres of power and increase people's social capital. • Digital communication and its interconnection with globalisation have produced greater opportunities for individuals to increase their social capital (McLuhan, The Global Village) • Other reasonable response. AO2: Application In this question AO2 is awarded for use of source/s and focus on the question: '<i>digital social networks affecting people's social capital</i>'. References to the source(s) may include: • The internet has expanded the number and variety of social contacts which can be made (as in Source A) which would increase social capital
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					• People can build up contacts relating to their identity, work, hobbies and interests (as in Source A) increasing social capital • Social networks can span the globe (as in Source A) which would increase social capital • Digital social networks have given individuals access to knowledge and information, and power (Castells - as in Source B) which would increase social capital • Some working class people can make connections they would have been unlikely to make in a pre-digital world (as in Source B) increasing social capital
Question			Answer	Marks	Guidance
2			With reference to the source(s) and your wider sociological knowledge, evaluate the view that digital forms of communication have reduced social class inequality. <u>AO1: Knowledge and understanding</u> Level 4: 4 marks 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> Level 3: 3 marks The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped, or 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> Level 2: 2 marks	10	AO1: Knowledge and understanding Relevant contemporary examples should be credited in the same way for AO1 as references to studies. Candidates are expected to demonstrate knowledge and understanding of arguments that support the view that digital forms of communication have reduced social class inequality, which may include: • Social media can give working class people worldwide access to education (Miller et al UCL) • Sources of information for working class people that cannot be easily controlled by authoritarian regimes; Tufekci and Wilson 2012 • Some Marxists are optimistic about the potential for greater democracy which can reduce social class inequality: Castells (information now flows from the many to the many); Jurgenson (augmented revolution), citizen journalism, clicktivism, Fuchs

		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> Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented, and the response may be largely based on common sense; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i> 0 marks: No relevant knowledge or understanding. <u>AO2: Application</u> Level 2: 2 marks The candidate demonstrates an excellent or good ability to apply relevant source material. The candidate has explicitly applied material from at least one of the sources. <i>There will typically be at least one partially developed reference to source material.</i> Level 1: 1 mark The candidate shows a basic or limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way. <i>There will typically be at least one undeveloped reference to source material.</i> 0 marks: No relevant sociological application. <u>AO3: Analysis and evaluation</u> Level 4: 4 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed evaluation points.	• The internet allows people of all social classes to access high culture, knowledge, education, make business contacts, enhance social capital etc. • Sites such as Twitter allow people from all backgrounds to interact, whether politicians, celebrities, wealthy business people or ordinary working-class people, reducing inequality. • We are all now prosumers (Jurgenson, Ritzer) – we can both produce and consume media content, reducing social class inequality • Digital communication is used by the disempowered to give them a voice and address social inequality (Jurgenson) • Digital creators may monetise online activities through platforms such as TikTok, reducing social class inequality • Other reasonable response AO2: Application In this question AO2 is awarded for use of source(s) References to the source(s) might include: • Working class people can make connections they would have been unlikely to make in a pre-digital world (as in Source B) thus reducing social class inequality • The internet has expanded the variety of social contacts which can be made (as in Source A) which could reduce social class inequality • The internet has expanded the number of social contacts which can be made (as in Source A) which could reduce social class inequality
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		There may be a critical and reasoned conclusion. <i>There will typically be two developed points challenging the view in the question.</i> Level 3: 3 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped or 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> Level 2: 2 marks The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be undeveloped, with little supporting evidence. If present, the conclusion is likely to be summative. <i>There will typically be one underdeveloped or two undeveloped points challenging the view in the question.</i> Level 1: 1 mark The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one undeveloped point challenging the view in the question, or a vague representation.</i> 0 marks: No relevant sociological evaluation or analysis.	• People can build up contacts relating to their identity, work, hobbies and interests (as in Source A) increasing social capital • Digital social networks have given individuals access to knowledge and information, and power (Castells - as in Source B) which would reduce social class inequality • People have different levels of access to, and influence within, social networks, depending on their social class (as in Source B) thus increasing/ failing to reduce social class inequality • A network society is based on access to knowledge and information, (as in Source B), which may not be available to those from working class backgrounds thus increasing/ failing to reduce social class inequality. AO3: Analysis and evaluation Relevant contemporary examples should be credited in the same way for AO3 as references to studies. Candidates are expected to consider arguments challenging the view that the spread of digital forms of communication has reduced social class inequality, which may include: • Big tech firms are owned by the wealthy and dominate digital content, as a new form of hegemony (Marxists). • The powerful are able to use their influence to shut down or undermine protesters and working-class views (Joyce)
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					• Digital communication is another way for Capitalists to control the working class (Cornford & Robins) • Muted groups – the voices of the powerful, e.g. on twitter, are heard much more than those from working class backgrounds. • Equality online doesn't mean equality offline (Miller et al UCL) • Digital divide: many working class people in UK and worldwide do not have access to digital forms of communication, due to money and/ or knowledge. • Digital underclass (Helsper) • Those from a lower social class use the internet less (Mertens and D'Haenens) • Fuchs argues that digital communication reproduces social class inequality • Marxists argue that digital communication brings false class consciousness so inequality goes unchallenged • Digital communication distracts people from serious communication although it appears to give people a voice (Chomsky) • Ownership of digital communications is in the hands of a few transnational corporations, maintaining class inequality (Jenkins) • The cult of homogeneity has 'muted' the less powerful to speak out on inequality (Chesney) • Large corporations dominate digital communication through the internet (Bagdikian) • Digital communication falsely suggests that power is being given to more people (Martell) • Other reasonable response
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Question	Answer	Marks	Guidance
3	Evaluate the view that the global use of digital forms of communication has increased cultural defence. <u>AO1: Knowledge and understanding</u> Level 4: 4 marks 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> Level 3: 3 marks The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped or 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> Level 2: 2 marks The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. <i>There will typically be one underdeveloped or two undeveloped points supporting the view in the question.</i> Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. <i>There will typically be one undeveloped point supporting the view in the question, or a vague representation.</i> 0 marks: No relevant knowledge or understanding.	16	AO1: Knowledge and understanding Relevant contemporary examples should be credited in the same way for AO1 as references to studies. Candidates are expected to demonstrate knowledge and understanding which supports the view that in the global use of digital forms of communication has increased cultural defence. Globalisation may be credited in the same way as digital communication due to the narrow nature of the question. The focus must be on collective, not individual responses, e.g. identity. Candidates may use some evidence as either AO1 or AO3, which must not be double credited: • One response to globalisation and the homogenisation of culture is cultural resistance (defence) (Hall) • Due to the use of digital forms of communication to spread a homogenised global culture, some countries are resisting this and taking steps to protect their culture, e.g. The Great Firewall of China, censorship of certain web content or the blocking of some social media platforms – a form of cultural defence • Some people are using digital forms of communication to promote their own language and culture: France imposing quotas on the distribution of cultural products, is a form of cultural defence • Organisations may use the internet to help empower indigenous, non-westernised peoples through raising awareness and helping protect their way of life (e.g. Culturalsurvival.org) • Examples, such as Zapatista rebels in Mexico used their support through the internet to win international sympathy for their cause (Park and Curran)

		<u>AO2: Application</u> Level 4: 4 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material relevant and is consistently and frequently related to the question Level 3: 3 marks The candidate demonstrates a good ability to apply sociological material. The material is potentially relevant but is explicitly related to the question only occasionally. Level 2: 2 marks 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. Level 1: 1 mark The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance. 0 marks: No relevant sociological application. <u>AO3: Analysis and evaluation</u> Level 4: 7–8 marks 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> Level 3: 5–6 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points, but these may be underdeveloped or narrow. The candidate may reach a critical but brief conclusion. <i>There will typically be two developed points or three underdeveloped points challenging the view in the question.</i>	• Extremist groups harnessing digital communication to protect their ideology and further cultural defence (ISIS) • English Defence League: protecting cultural identity through Facebook campaigning • Cultural defence may be seen through reverse colonisation - Mexicanisation of California • Mohammadi- local cultures are protected and promoted Other reasonable response. AO2: Application The selected knowledge should be directly specific to the question – the view that the global use of digital forms of communication has increased cultural defence. AO3: Analysis and evaluation Relevant contemporary examples should be credited in the same way for AO3 as references to studies. Candidates are expected to consider arguments challenging the view that the global use of digital forms of communication has increased cultural defence. Responses should focus on a collective, not individual response which may include: • Cultural homogenisation (Hall): Cultures are all becoming the same, resistance is minimal. • English is the overwhelmingly dominant language of the web; (Fairweather and Rogerson). • ‘Cultural imperialism’ and marginalisation of local cultures; Link to Americanisation. (Steven; Seabrook) • Ritzer’s Americanisation supports the notion that cultural homogenisation supersedes cultural defence
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		Level 2: 3–4 marks The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be undeveloped. The evaluation may lack clarity and contain some inaccuracies/ confusion. If present, the conclusion is likely to be summative. <i>There will typically be one developed or two underdeveloped points challenging the view in the question. A range of undeveloped points may also be seen at this level.</i> Level 1: 1–2 marks The candidate demonstrates a limited ability to analyse and evaluate. Only brief and/or implicit evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one or two undeveloped or vague points which could potentially challenge the view in the question. One underdeveloped point may be seen to reach the top of this level.</i> 0 marks: No relevant sociological evaluation or analysis.		• Cultural defence is no longer relevant as individuals are more interconnected than ever before and part of a global village (McLuhan) • Consumerism, a western value is being promoted by advertising in cultures which are traditionally less consumer driven • Homogenising effects of global advertising: through global advertising, global brands can have an advantage over local brands; (Fairweather and Rogerson) • Global digital media companies take local practices into account and link with local people to ensure their companies grow and remain profitable; Link to glocalisation/ cultural hybridity. • ‘Reverse colonisation’: less powerful cultural groups begin to influence western powers such as the ‘Mexicanisation’ of California; creating hybridity, not defence (Giddens) • Spread of democracy: Arab Spring, augmented revolution; Jurgenson • Other reasonable response
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Section B: OPTION 1 – CRIME AND DEVIANCE

Question	Answer	Marks	Guidance
4	In what ways are patterns of crime related to age? PLEASE REFER TO APPENDIX 1	10	AO1: Knowledge and understanding Candidates will consider evidence of ways in which patterns of crime are related to age, which may include offending, victimisation or both. Candidates may focus on evidence for patterns, and/ or explanations for patterns⁵ Patterns of offending by age: • Young people (10-17 yr olds) disproportionately showing in the OCS as offenders. • Data of offending and age is not clear cut, since everyone over 21 is grouped together, and age groupings for teenagers often differ (McVie) • Different offences may have different 'peaks' in ages of offenders, e.g. the peak age of conviction for burglary, to is 16 or less, whereas motoring and drug offences peaks between 21-25 (Soothill et al) • Crimes committed by younger people may be more visible, whereas crimes committed by older people are more likely to be hidden – link to labelling, power Explanations for patterns of youth offending: • functionalist subcultural studies related to youth offending: A.K.Cohen, Cloward & Ohlin, Nightingale, Bourgois, Miller • Young people have fewer social bonds, therefore commit more crime (Hirschi): • Neo-Marxist subcultural studies related to youth offending: CCCS studies on spectacular subcultures as resistance (Clarke, P.Cohen, Jefferson, Hebdige) • Postmodern views on gangs/ youth subcultural crime: Katz; Lyng; Katz and Jackson-Jacobs • Other studies on gangs: Harding, Decker and Van Winkle, Pitts • Cultural criminology ideas about subcultural crime as an emotional response: Ferrell; Presdee; Young • Interactionists argue that crime statistics are misleading as the police focus on young people, especially black and working-class youths • The media focuses on young people via moral panics: the police may stop and search youth and charge them accordingly • Merton-young people experience strain which may lead to crime Patterns of victimisation by age: • Older people are more likely to fear crime, whereas young people are actually more likely to be victims of crime (CSEW, Islington Crime Survey (ICS)) • Though evidence from the Islington Crime Survey (1986) supported this to an extent, Young argued that such fears are not as disproportionate or irrational as they may seem • Crime has a more significant impact on older victims than younger victims, legitimising their fear • Over 45s have a lower rate of victimisation than young people but when assault occurred, they were affected more seriously. ('Myth of the equal victim' ICS/ Young) • 10 percent of 10-15 year olds had been victims of crime. Almost half of these were categorised as violent crimes, and most of the rest were thefts of personal property. (CSEW 2018)

					Other reasonable response. AO2: Application The selected knowledge should be directly specific to the question, the ways that patterns of crime are related to age.
Question			Answer	Marks	Guidance
5		*	Assess neo-Marxist and radical approaches to understanding crime and deviance. PLEASE REFER TO APPENDIX 2	20	AO1: Knowledge and understanding Candidates are expected to demonstrate knowledge and understanding of neo-Marxist and radical approaches to understanding crime and deviance, which may include: - Chambliss: the Saints and the Roughnecks (neo-Marxist) - CCCS: Resistance through rituals (neo-Marxist): Hall and Jefferson, Cohen and Hebdige’s study of deviance through spectacular subcultures - Hall: Policing the crisis (radical criminology approach) - Gilroy: the myth of black criminality; the Empire strikes back (radical criminology approach) - Taylor, Walton & Young: ‘the new criminology’ (radical criminology approach) Candidates may refer to theoretical explanations which may be used as AO1 or AO3, but not double credited: - Marxist - Neo-Marxist - Radical feminists - Interactionism - Left realism AO2: Application The selected knowledge should be directly specific to the question – neo-Marxist and radical approaches to understanding crime and deviance. AO3: Analysis and evaluation Candidates are expected to consider limitations of/ challenges to neo-Marxist and radical approaches to understanding crime and deviance, which may include: - Positive evaluation/ strength: combining the structural approach of Marxism with the individual focus on interactionism. ‘Robin Hood thesis’ - radical criminologists imply that working class crime is political act of resistance against capitalism, which is unrealistic – most victims of working-class crime are other working-class people (left realists) - They imposed meanings/ motivations on offenders which may not really exist.

					• They see the offender as a victim of their circumstances, whilst ignoring the actual victims of their crimes (left realists) • They do not come up with practical solutions to address crime (realists) • Other theories can be used to challenge neo-Marxist and radical approaches, such as Right Realists and the New Right Murray (lack of socialisation), functionalists, Interactionism. • Other reasonable response.
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Question			Answer		Marks	Guidance
6		*	Evaluate social policies aimed at reducing crime. PLEASE REFER TO APPENDIX 3		40	AO1: Knowledge and understanding Candidates may consider a range of social policies coming from perspectives such as: • Right Realism (Right wing) • New Right (Right wing) • Left Realism (Left wing) • Marxism (Left wing) • Interactionism (Left wing) Candidates are expected to demonstrate knowledge and understanding of a range of social policies/strategies which are aimed at reducing crime. : Right wing policies on crime prevention to reduce crime: Situational Crime Prevention (SCP) and Environmental Crime Prevention (ECP) • Underlying causes of crime are difficult to address so focus should be on crime prevention strategies to reduce crime (Wilson) • Making crime more difficult to commit and capture and punishment more likely (opportunity theory, Clarke) • Influence of functionalist ideas such as social order to prevent anomie • Situational crime prevention: 'target hardening'; (Painter and Farrington) • Environmental crime prevention - the concept of 'defensible space' such as the design of housing estates, (South) • CCTV, surveillance, street lighting, facial recognition Left wing policies on crime prevention to reduce crime: • structural changes such as increasing benefits, raising the minimum wage. (Left realists; Lea and Young) • raising living standards and quality of life for poorer families (Lea and Young) • reducing unemployment e.g. investing in apprenticeships and improving education (Lea and Young) Right wing policies on policing and control to reduce crime: • Role of police should be order maintenance and zero tolerance policing; (Wilson and Kelling; Zimring) • The community needs to be engaged in challenging low-level disorder; (Broken Windows, Wilson and Kelling). • More police on streets makes people feel safer (Wilson and Kelling) • Zimbardo's study - link to community standards/ creating a culture • Cutting benefits, taking children into care; gated communities (New Right, Murray) Left wing policies on policing and control to reduce crime:

					- Challenging military style policing, focusing on 'minimal policing' and good community relationships (Lea and Young) - Challenging over-policing of certain types of crime and certain communities, (Lea and Young; Bowling and Phillips) - Multi-agency working - e.g. police, education, social service, health, media (Lea and Young) Right wing policies focused on punishment to reduce crime: - Harsh penalties such as death penalty and 'three strikes and you're out' involves deterrence, retribution, denunciation: link to functionalist 'degradation ceremonies' (New Right/ functionalism, Durkheim, Erikson, Van den Haag, Murray) - New Right: Murray – accepts high numbers incarcerated is inevitable to reduce crime rates. - Focus on certainty of capture as more effective deterrent; (Right realism, Wilson) Left wing policies focused on punishment to reduce crime: - Rehabilitation as an effective deterrent: reintegrative shaming'; (interactionism/ left realism, Braithwaite) - Community rather than custodial sentencing: tackling the causes of the original offending; (Left realism, Braithwaite) - Restorative justice: meetings with the victim and offender; (Left realism/ interactionism, Braithwaite, Shapland) - Other reasonable response. AO2: Application The selected knowledge should be directly specific to the question – social policies aimed at reducing crime. AO3: Analysis and evaluation <u>Note:</u> alternative social policies/strategies can be used to evaluate each other, but cannot be credited for both AO1 and AO3 unless a separate point is made. Candidates are expected to consider limitations of/ challenges to the social policies considered in AO1, which may include: Criticisms of right wing policies: - Right wing policies often criticised for not addressing underlying causes of crime, can lead to displacement (Simon) - Right wing policies lead to catching more and more people in 'ever-larger nets of ever-finer mesh'; (Cohen)
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						• Right realist policies might lead to segregated cities, a culture of fear and a form of social engineering; (Davis) • Right wing solutions target the innocent as well as the guilty; (Hudson) • Left wing approaches claim that right wing solutions don't tackle the social causes of crime. • Zero tolerance adopted initially in New York, over-emphasis on working class crime, effectiveness can be questioned and may be short-lived. • Right wing approaches criticised for over-emphasising social order at the expense of justice. • Death penalty may not act as a deterrent. • RW solutions are a short-term fix. Criticisms of left wing policies: • Long-term crime prevention strategies are criticised for being unrealistic and ineffective; (Murray) • Restorative justice programmes rely on the co-operation of all parties. • Restorative justice is seen as a 'soft option' to more traditional forms of punishment and there is public support for longer custodial sentences and a more retributive approach to punishment (Murray) • Community policing is too simplistic, underestimating the deliberate racist strategies that underpin the policing of some communities; (Gilroy) • Structural changes in society take time whereas punitive punishment and control is more popular. For example the USA 'three strikes and you're out' policy; (Murray) • Other reasonable response
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Section B: OPTION 2 – EDUCATION

Question			Answer	Marks	Guidance
7		*	In what ways are patterns of educational achievement related to ethnicity? PLEASE REFER TO APPENDIX 1	10	AO1: Knowledge and understanding Candidates will consider evidence of ways in which patterns of educational achievement are related to ethnicity. Candidates may focus on evidence for patterns, and/ or explanations for patterns.: Patterns of educational achievement by ethnicity: This has to be explicitly related to educational achievement • Certain ethnic groups achieve better than average in the UK education system, including Chinese and Indian. • Certain ethnic groups achieve worse than average in the UK education system, including African-Caribbean, Pakistani and Bangladeshi • Ethnicity intersects with class and gender: e.g. working-class white boys underachieve (Strand). Explanations for patterns of educational achievement by ethnicity: • Cultural aspirations: Chinese students are the highest achieving ethnic group regardless of class background. 'Tiger mums'; Archer and Francis • Attitudes of parents: Douglas, Strand, Archer and Yamashita • Kingdon and Cassen: Chinese and Indian pupils are the most successful whilst Afro-Caribbean pupils perform no worse than their British white counterparts from similar economic backgrounds • The myth of return; Bolognani • Street culture and style of black masculinity adopted by some African Caribbean boys; Sewell • Institutional racism: some ethnic minority pupils are treated less favourably than white students. • The ethnocentric curriculum; Coard, Troyna and Williams • Teachers having lower 'racialised expectations' of children from minority ethnic groups; Gillborn and Youdell • Disciplinary concerns about black students given greater priority than academic concerns; Gillborn and Youdell • Teacher stereotypes of different ethnicities, such as disruptive, passive, conscientious; Wright, Connelly • Setting is often based on teacher perceptions and interpretations rather than objective measures of ability; Gillborn and Youdell • Language barriers where English is not the pupils' first language. • Anti-school subcultures may be formed based on ethnicity e.g. Mac an Ghail (rastaheads, warriors, black sisters); Mirza (black girls); Archer (Muslim boys) • Other reasonable response

					AO2: Application The selected knowledge should be directly related to the specific question - ways that patterns of educational achievement are related to ethnicity.
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Question			Answer	Marks	Guidance
8		*	Assess the view that educational policies since 1988 have focused on raising standards in schools. PLEASE REFER TO APPENDIX 2	20	AO1: Knowledge and understanding Relevant policies should be credited in the same way as studies. Candidates are expected to demonstrate knowledge and understanding supporting the view that educational policies since 1988 have focused on raising standards in schools which may include: • ERA (1988): marketisation of education aimed to raise standards. • OFSTED inspection framework aimed at raising standards, implementing action plans for schools which required improvement. • SATs, League tables and the notion of 'parentocracy' aimed at raising standards; Gewirtz • New Labour: broadening opportunities to raise standards - Sure Start, EMA, supported by Social Democratic ideals. • New Labour: EAZs and EiC schemes and City Academies aimed at raising standards in more deprived areas. • Widening Participation and Gifted and Talented programmes aimed to raise standards • Initiatives such as Teach Direct/ Teach First aimed to recruit high calibre graduates into teaching to raise standards. • Multi-Academy Trusts aimed at schools pooling experience and resources to raise standards. • Coalition: Pupil Premium and Bursaries providing extra funding for disadvantaged backgrounds, aimed at raising standards. • Policies such as GIST and WISE aimed at raising standards in science education for girls. • GCSE reforms in England aimed at raising standards (1-9 grades, more academic and demanding) • A Level reforms in England aimed at raising standards (replacing AS/A2 with linear courses, seen as more demanding) • Policies such as the 'Aiming High' programme (based on Tikly's research) and the Black Pupils Achievement Programme (BPAP 2008), aimed at raising standards from students from African-Caribbean backgrounds. • Expansion of BTECs in early 2000s • Proposed Advanced British Standard (ABS) designed to increase standards in schools. • Other reasonable response

				Candidates may consider different theoretical approaches such as: • New Right • Social Democratic • Marxism • Feminism • Postmodern view. AO2: Application The selected knowledge should be directly related to the specific question – the view that educational policies since 1988 have focused on raising standards in schools. AO3: Analysis and evaluation Candidates are expected to consider criticisms/ limitations of the view that educational policies since 1988 have focused on raising standards in schools. Evaluation may focus on whether standards have been raised for all students by these policies, and/ or whether policies have had alternative aims. Evaluation may include: • League tables and parentocracy more focused on parental choice than raising standards for poorly performing schools. This may lead to raised standards only for children who can attend high-performing schools (link to Gerwitz & Ball – skilled choosers) • SATs – testing pupils does not raise standards, it just puts pressure on teachers to get children to pass tests. • Policies adopted by the Conservatives and New Labour governments, have increased private sector involvement in education and not improved standards in schools. • New Labour initiatives encouraging diversity of provision: Specialist schools, Academies, Applied GCSEs and A levels, post 16 vocational initiatives such as Advanced Diplomas, Modern Apprenticeships, the expansion of Faith schools – not really focused on raising standards • Coalition government initiatives such as free schools aimed to enhance choice and diversity, with less regulation, therefore not focused on raising standards. • In an open market, schools select pupils in an attempt to cream off the most able; meaning standards have not been raised for all; (Bartlett and Le Grand) • Initiatives such as Sure Start and ERA, which may have focused on raising standards, have been mostly abandoned. • Other reasonable response
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Question			Answer	Marks	Guidance
9		*	Evaluate Marxist views on the ways in which education prepares individuals for work. PLEASE REFER TO APPENDIX 3	40	AO1: Knowledge and understanding Candidates are expected to demonstrate knowledge and understanding of Marxist views on the ways in which education prepares individuals for work, which may include: • Althusser: Education as part of the Ideological State Apparatus, preparing students for work by selecting and grading pupils for unequal positions and legitimizing inequality. • Bowles and Gintis: correspondence between education and work (discipline, motivation by external rewards, hierarchy) • Rikowski: Education organised more in terms of business practices - • Bourdieu: education continuing the class divide through promotion of cultural, educational and social capital which will impact on future roles in the workplace. • Marxist views on vocationalism and policies designed to prepare young people for work: Finn, Crane, Cohen • Willis: Schools merely prepare working class boys for working class jobs Other ideas which could be used to support Marxist views on the ways in which education prepares individuals for work may include: • Vocational education may recreate the old tripartite system, with working-class pupils being directed to vocational courses, which have lower status and outcomes (De Waal) – link to Marxist views on inequality • Vocational courses and apprenticeships may produce cheap labour for employers, and help reduce unemployment statistics, (Finn), (Davies and Biesta) – link to Marxist views on exploitation • Systematic inequalities within the education system can impact on opportunities for working class children to maximise their potential, impacting on appropriate role allocation (Social Democratic view) • Other reasonable response AO2: Application The selected knowledge should be directly related to the specific question – Marxist views on the ways in which education prepares individuals for work. AO3: Analysis and evaluation

				Candidates are expected to consider limitations of/ challenges to Marxist views on the ways in which education prepares individuals for work, which may include: • Employers often argue that the education system does not produce the kind of workers they are looking for (challenging Marxist views). Link to New Right views on an overly academic rather than focus to education. • Functionalist views: schools prepare young people for work in a positive way, to the benefit of all (Durkheim, Parsons, Davis and Moore) challenging Marxist views such as Althusser • Schools are run on meritocratic ideals: individual achievement, equal opportunity; role allocation (Parsons, Davis & Moore) challenging Marxist views such as Bowles and Gintis • Education provides transferable skills (Davis and Moore, Parsons) challenging Marxist views such as Willis • Marxist views on the link between education and work (e.g. Bowles and Gintis, Willis) are dated and not relevant to the contemporary education system in the UK, which emphasises work-preparedness and transferrable skills. There are far fewer jobs in factories which simply require workers to obediently do boring repetitive jobs. • Educational policy 14-19 year olds since 1988, designed to prepare young people for the workplace, e.g. EBacc - includes skills transferable to workplace and work experience, challenging Marxist critiques of vocational education such as Finn and Crane. • Feminist critique – Marxists views do not recognise the specific ways in which schools prepare male and female pupils differently for work; patriarchal messages in the curriculum; (Francis, Archer) • Alternative view: de-schooling society (Illich) • Kelly and Colley – gendered subject choices are not preparing individuals for work, but for patriarchal societal structures • Other reasonable response.
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Section B: OPTION 3 – RELIGION, BELIEF AND FAITH

Question			Answer	Marks	Guidance
10		*	In what ways are patterns of religiosity related to social class? PLEASE REFER TO APPENDIX 1	10	AO1: Knowledge and understanding Candidates will consider evidence of ways in which patterns and trends in religiosity are related to social class. Candidates may focus on evidence for patterns, and/ or explanations for patterns, which may include: Patterns of religiosity related to social class: • Higher classes were historically seen as the more religious and attended church more regularly. • The working class were traditionally regarded as being the least religious social class. • Research suggests that the middle class are the most religiously active (Ashworth and Farthing), though the census does not break religious practice down by social class. Explanations for patterns of religiosity related to social class: • Religious sects and NRMs may attract those who are disadvantaged (Weber – theodicy of disprivilege). • World-rejecting sects offer ‘compensators’ to the deprived (Stark and Bainbridge) • Higher classes may be drawn to world-accepting religious organisations to maintain their status and success. (Stark and Bainbridge) • High levels of religious participation among the middle and upper classes may relate to relative deprivation (Stark and Bainbridge) • New Age Movements appeal to the most affluent in society, offering the promise of self-development and individualism (Bruce). • Lifelong theists (believers) come disproportionately from the lower class, whereas lifelong atheists (non-believers) are disproportionately from the middle class. (Theos) • The working class may turn to religion for comfort (‘a sigh in a heartless world’) but it is a transmitter of ruling class ideology to maintain the power of the bourgeoisie (‘opium of the people’). (Marx)

				Religion can support the interests of the marginalised and deprived in society (Maduro, link to liberation theology) AO2: Application The selected knowledge should be directly specific to the question – ways in which patterns of religiosity are related to social class.
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Question			Answer	Marks	Guidance
11		*	Assess the view that the importance of religion is declining in contemporary society. PLEASE REFER TO APPENDIX 2	20	AO1: Knowledge and understanding Candidates are expected to demonstrate knowledge and understanding of the view that the importance of religion is declining in contemporary society, which may include: - Secularisation: ‘the process whereby religious thinking, practices and institutions lose social significance’; (Wilson) - UK Census 2021: Christianity is now a minority religion - Changes in society due to rationalisation and societalisation, led to secularisation; (Wilson) - Secularisation occurred due to structural and social differentiation, individualism, societalisation, schisms, pluralism and technology; (Bruce) - People increasingly marking important life events outside religious institutions; (Martin) - Church becoming side-lined by secular leaders; (Martin) - Attendance in church on a Sunday, an important indicator of religious practice in UK, is declining; (Brierley) - Decline in attendance at key religious ceremonies – baptisms, marriages, funerals; (Sanderson) - Growth in NRMs does not compensate for the declining numbers from larger religious institutions; (Wilson, Bruce) - Fundamentalism rooted in economic, political system, not religion; (Armstrong) - Decline in attendance greater amongst the young; (Brierley) - Civil religions perform the same functions as traditional religions which are no longer important (Bellah - civic religion) - Other reasonable response. AO2: Application

				The selected knowledge should be directly specific to the question – the view that the importance of religion is declining in contemporary society AO3: Analysis and evaluation Candidates are expected to consider criticisms/ limitations of the view that the importance of religion is declining in contemporary society, which may include: • Over-emphasis on mainstream Christian religious groups - overlooks increased attendance in Baptist Churches, Pentecostal churches etc (Brierley). • Migrant groups bring religious practices to UK; e.g. Pentecostal groups, Islam - fastest growing religion in Britain; • Global social changes enhancing importance of religion for some young Muslims; (Moore) • When tragedies occur many attend traditional places of worship; (Davie) • Idea there was an ‘age of faith’– illusion, partly created by focus on religious behaviour of elite groups in society; (Hamilton) • Religion remains powerful and influential in different parts of the world e.g. US, Asia, Africa, South America, so the secularisation thesis is Eurocentric • Modern international affairs cannot be comprehended without understanding of religion; (Kepel) • Global patterns - USA influence of New Christian Right; (Roof and McKinne). • Latin America and liberation theology; against apartheid in South Africa. • UK - rise in faith schools; • Decline in Church attendance on a Sunday may reflect change in religious practice rather than decline e.g. popularity of online services during the COVID-19 pandemic. • Difficult to measure covert aspects of religious practice such as prayer and meditation in the home; (Jackson) • NRMs and NAMs - spirituality more ‘privatised’, but belief still important: (The Kendal Project, Woodhead and Heelas) • Distrust in science leads people to look for spiritual guidance; Postmodern view. • ‘Belief without belonging’; (Davie) • The world is still ‘furiously religious’ (Berger) • Religion less important when people feel secure about their survival and well-being, this can change; (Norris and Inglehart)
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					• World has more people with traditional religious beliefs than ever before; Norris and Inglehart • Data on secularisation may not signify end to religion itself, but part of a dynamic cycle of secularisation, innovation and religious revival; (Stark and Bainbridge) • Religion a valid choice for some people in the twenty first century; postmodern view; (Lyon) • Other reasonable response
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Question	Answer	Marks	Guidance
12	* Evaluate the view that religion has a positive impact on society and individuals. PLEASE REFER TO APPENDIX 3	40	AO1: Knowledge and understanding Candidates are expected to demonstrate knowledge and understanding supporting the view that religion has a positive impact on society and individuals, which may include: • Ideas based on Functionalism, Neo-Marxism and Weberian views • Durkheim argued that religion had a role in building 'social solidarity' and a collective conscience, preventing anomie, sacred and the profane. • Religious rituals help members of society with stressful life events such as birth, puberty, marriage and death. Malinowski; Parsons • 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. • Continuing significance of religious values, beliefs and rituals for the functioning of societies worldwide. • Weberian/ neo-Marxist views on religion as a force for change/ liberation theology could be applied as a positive role in meeting society's need for change. • Other reasonable response. AO2: Application The selected knowledge should be directly specific to the question – the view that religion has a positive impact on society and individuals. AO3: Analysis and evaluation Candidates are expected to consider limitations of/ challenges to the view that religion has a positive impact on society and individuals, which may include: • Religion can be divisive and promotes conflict rather than social integration; e.g. Northern Ireland, Middle East • Malinowski is criticised for generalising from the experience of a specific religious culture to very different societies. • Marx: religious teachings enforced by churches function to keep people in a state of oppression; false consciousness, opium of the people; • Neo-Marxists: those within religions are promoting capitalist values and norms rather than working for society's members as a whole. • Feminists: religion tends to support the needs of a patriarchal society; de Beauvoir, Woodhead

					• Postmodern thinkers: the role of religion no longer has a major influence on the collective norms and values of society. • Other reasonable response.
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APPENDIX 1**GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10****AO1: Knowledge and understanding (6 marks)**

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

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.

2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal 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	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. <i>There will typically be three developed knowledge points, or two developed points and one underdeveloped point.</i> There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated.
3	5-6	The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped or narrow. <i>There will typically be at least one developed knowledge point with others which are underdeveloped, or at least three underdeveloped points.</i> There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence.
2	3-4	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 or two underdeveloped points, or a range of undeveloped points.</i> The information has some relevance and is presented with basic structure. The response is supported by basic evidence.
1	1-2	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 or a vague representation.</i> 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.
0	0	No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.

3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0	0	No relevant application.

AO3: Analysis and Evaluation (8 marks)

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

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

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	13-16	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. <i>There will typically be four well-developed knowledge points, or three well-developed points towards the bottom of the level.</i> There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated.
3	9-12	The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped or narrow. <i>There will typically be three or four knowledge points which may be less well developed in places, or two well-developed points. Towards the bottom of the level there may be one well-developed knowledge point (depth).</i> There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	5-8	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 three or more undeveloped/ unsubstantiated points or one/two underdeveloped points.</i> The information has some relevance and is presented with a basic structure. The response is supported by basic evidence.
1	1-4	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 or two undeveloped/ unsubstantiated points or a vague representation.</i> 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.
0	0	No relevant knowledge or understanding.

AO2: Application (8 marks)

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

AO3: Analysis and Evaluation (16 marks)

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

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