

Qualification awaiting accreditation

Sample assessment material

A Level

Sociology

Cambridge OCR Level 3 Advanced GCE in Sociology

H583/03

Introduction

This sample assessment material (SAM) is an example exam paper published alongside the specification. It's designed to show the style and structure you can expect from our question papers.

As the qualification develops, we may update the question paper template. To make sure you're working with the most up-to-date information, we recommend using the latest set of past papers where possible.

To help you get the most from this SAM, we also provide two supporting resources:

- **Assessment story** – this explains the research behind the qualification and how feedback from teachers, students and schools has shaped our assessment approach.
- **Annotated SAMs** – these guide you through the key features of the assessment and highlight the different types of questions students will encounter in the exam.

Summary of updates

Section	Change	Version	Date
-	Creation of sample assessment materials	0.1	May 2026



Sample Question Paper

Cambridge OCR Level 3 Advanced GCE in Sociology

H583/03 Debates in contemporary society

Time allowed: 1 hour 30 minutes

You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

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

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*)
- This document has **5** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Answer **all** questions.

- 1 Outline what is meant by censorship in the media.

You **must** use an example to support your answer.

[5]

Source A

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

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

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

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

- 2 Explain **two** reasons why digital communication may have strengthened relationships in today's society.

You **must** use evidence from **Source A** to support each reason.

[10]

- 3* How far has globalisation led to a homogenised culture?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

Section B

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

OPTION 1**Crime and deviance**

- 4 Outline what is meant by **green crime**.

You **must** use an example to support your answer.

[5]

- 5 Explain **two** ways global organised crime has led to changes in patterns of crime.

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[10]

- 6* How far has capitalism caused crime?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

OPTION 2
Education

7 Outline what is meant by the **hidden curriculum**.

You **must** use an example in your answer.

[5]

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

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[10]

9* How far have ideological values influenced government educational policy?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

OPTION 3**Religion, belief and faith**

10 Outline what is meant by **secularisation**.

You **must** use an example to support your answer.

[5]

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

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[10]

12* How far has religion caused change in society?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

END OF QUESTION PAPER



CAMBRIDGE OCR

Sample Mark Scheme

Cambridge OCR Level 3 Advanced GCE in Sociology
H583/03 Component Title: Debates in contemporary society

Mark Scheme

Duration: 1 hour 30 minutes

Maximum Mark: 70

**Version
Sample**

This document has 39 pages.

Marking Instructions

Preparation For Marking

1. RM Assessor

- Access and complete the on-screen marking training packages: OCR Examiner Training (RMA3).
- Read the mark scheme and question paper for this component or unit.
- The mark scheme and question paper are available in RM Assessor or on your Component Page if you use the Training Platform for standardisation.
- Log in to RM Assessor and mark the **required number** of practice scripts and the **required number** of standardisation scripts.

Marking

2. General Guidance

- Mark strictly to the mark scheme.
- Marks awarded must relate directly to the marking criteria.
- If you are in any doubt about applying the mark scheme, consult your Team Leader by phone, email or via the RM Assessor messaging system.
- It is **essential** that you meet the RM Assessor 50% and 100% batch deadlines. For traditional marking this will be 40% and 100%. If you experience problems, contact your Team Leader without delay.
- 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 RM annotations.

- The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Use these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- **Before the end of the marking period** send a brief report on the performance of candidates to your Team Leader via email. The report should contain notes on strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

3. No Response and Crossed-out Answers

Using the No Response (NR) option. Only mark as NR if:

- the answer space is blank
- there is only a comment not related to the question (e.g., 'can't do', 'don't know')
- there is only a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Enter 0 marks for an attempt that earns no credit (including copying out the question). Do **not** use NR.

Crossed-out answers

If a candidate has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a candidate has crossed out an answer and **not** written a clear alternative, mark the crossed-out answer if it is readable.

4. Responses with more answers than needed

- **Multiple-choice question answers**

When a multiple-choice question has only **one** correct answer and a candidate has written two or more answers (even if one of these answers is correct), do **not** award a mark.

When a multiple-choice question asks candidates to select **more than** one option the marking guidance from your Principal Examiner will ensure consistency of approach.

- **Contradictory answers in points-based questions**

Do **not** award any marks, even if one of the answers is correct.

- **Rubric error answers – optional questions**

Where candidates have a choice of question/s and they provide more answers than required, all responses are marked and entered into RM Assessor. The highest mark allowable within the rubric will automatically be selected.

- **Questions that ask for a set number (including 1) of short answers or points**

Mark only the **first set number** of answers/points. (e.g. **two** reasons for something)

First mark the answers/points against printed numbers on the answer lines. Mark the first answer/point against each printed number.

Second, if candidates have not followed the printed numbers, mark the answers/points from left to right on each line. **Third**, mark line by line until the set number of answers/points have been marked. Do **not** mark any remaining answers/points.

Examiners should use their own judgement to decide if a 'second answer' on the same line is adding more detail to the first answer, or if it is a completely separate answer.

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

If the candidates are required to provide a description of, for example, three items and four items are provided, mark line by line until the set number of descriptions have been marked (it is unlikely a candidate will provide more than one response on each line in this scenario).

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

If a candidate has written two or more answers to a question that only requires one (developed) answer, only mark the first answer (which has not been crossed out).

5. Questions using levels of response (LOR):

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, use the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
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)
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)
On the borderline of this level and the one below	At bottom of level

6. Subject-specific Marking Instructions

Introduction

Your first task is to familiarise yourself with:

- the specification, especially the assessment objectives
- the question paper and any inserts or resource booklets
- the mark scheme, including annotation requirements
- the administrative procedures related to the marking process.

The administrative procedures are set out in the Cambridge OCR booklet **Instructions for Examiners**.

If you are examining for the first time, please read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

All relevant training materials are accessed from the Training Platform.

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

AO guide

AO1: Demonstrate knowledge and understanding of:

- sociological theories, concepts and evidence
- sociological research methods.

The focus of this AO is to assess students' ability to recall and demonstrate understanding of sociological terminology, theories, concepts, evidence, and/or research methods. Questions may focus on factual recall or require a clear explanation of a sociological concept or study. Question papers 01 and 03 will primarily focus on theories, concepts and evidence; question paper 02 will primarily focus on research methods. Marks are allocated for accuracy, clarity, and appropriate use of sociological language, without the need for application or contextualisation, unless the question is designed to target multiple assessment objectives.

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues;

The focus of this AO is to assess students' ability to apply sociological theories, concepts, evidence and/or research methods to a range of issues. Questions target the student's capacity to select and use relevant sociological material to address the specific demands of the question. Question papers 01 and 03 will primarily focus on theories, concepts and evidence; question paper 02 will primarily focus on research methods. Marks are allocated for the relevance and appropriateness of the material applied, and the extent to which it is used to support or develop a sociological response, rather than for explanation or evaluation alone. In sociology the 'issue' will either be drawn from the question and the provided source, or the issue will be the question itself, and the student will need to apply knowledge and understanding to it. This AO will never be targeted in isolation and typically responses will be applying relevant knowledge and understanding to the given issue.

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:

- present arguments
- make judgements
- draw conclusions.

The focus of this AO is to assess students' ability to analyse and evaluate sociological theories, concepts, evidence, and research methods in order to present arguments, make judgements, and draw conclusions. Questions require students to consider different viewpoints, strengths and limitations, or the significance of evidence and ideas. Question papers 01 and 03 will primarily focus on theories, concepts and evidence; question paper 02 will primarily focus on research methods. Marks are allocated for the clarity, coherence, and depth of the analysis and evaluation, as well as the ability to construct a reasoned argument or conclusion in response to the question. This should be a final verdict on

the overall question rather than summarising it and does not require introducing new evidence. The conclusion should synthesise the main points and highlight the significance of what is being argued directly linked to the question.

As per AO1 and AO2, except for the synoptic question, items will not target theories, concepts and evidence, with research methods. This AO will never be targeted in isolation.

NB: Sociological material in mark schemes refers to sociological theories, concepts and evidence.

Indicative content:

Indicative content provides ideas for content that might be covered, and this is approached in two ways.

1. A list of relevant knowledge that might be used and/or evaluated (this list is not exhaustive and any relevant information should be credited).
2. Exemplar responses, linked to assessment objectives.

It is important to note that exemplar responses are not intended to represent a full answer to any question. They are intended as a guide to examiners as to what and how students might approach the required skill in a given question. These have been designed to replicate this skill in a clear and obvious manner, without being representative of any specific level of response. Examiners will mark the response in line with levels of response marking criteria. The use of indicating where in the exemplar and assessment objective has been met is not intended to highlight the awarding of individual marks. Whilst there is no set amount of points a student may cover within any response, guidance is provided on what would typically be expected to ensure there is enough breadth in a given response. Examiners will mark any reasonable response, regardless of where from the specification the content is drawn from and whilst synoptic assessment is only assessed on question paper 02, providing the response is valid and answers the question set, the response will be awarded and indicative content may reflect this on occasion. All responses should be linked to the focus of the question and the weighting of the assessment objectives.

Quality of Extended Response

Quality of extended response is included as part of AO3 in all non-synoptic 20-mark questions. Wording in italics within the marking grids highlights the expectation:

Level	Marking Criteria (AO3)
4	<i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	<i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	<i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	<i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.</i>

How examiners award quality of extended response

Level 4: At this level, the answer shows a well-developed and sustained line of reasoning that is clear, coherent and logically structured throughout. The argument flows logically from one point to the next, with each paragraph building on the previous one. The response stays focused on the question at all times. Information is relevant and appropriate, and points are supported with accurate sociological evidence, studies, concepts or examples. Evidence is used to strengthen the argument rather than simply being added on. Overall, the writing demonstrates strong organisation, clarity and control, with a convincing and well-supported line of reasoning.

Level 3: At this level, the answer presents a line of reasoning that is reasonably coherent and shows some clear structure. The argument makes sense overall, although it may not be fully sustained or consistently developed. Most of the information included is relevant to the question and is mostly supported by appropriate sociological evidence or examples. There may be some points that are less clearly linked or less fully evidenced. The response shows logical thinking, but with less consistency and depth than Level 4.

Level 2: At this level, the response has limited structure and may feel uneven or loosely organised. A line of reasoning may be present, but it is not clearly sustained or logically developed. Information is sometimes relevant to the question, but there may be sections that drift away from the focus. Evidence is used inconsistently – some points may be supported, while others are not clearly substantiated. The overall argument lacks clarity and development.

Level 1: At this level, the response is poorly structured and lacks a clear line of reasoning. Ideas may be listed rather than developed into a logical argument. Information included is rarely relevant to the question and is unlikely to be supported by appropriate sociological evidence. There is little organisation or coherence, and the argument, if present, is unclear or unsupported. Overall, the quality of extended response is very limited.

Marking Grids and Indicative Content

Section A

Q1 Outline what is meant by censorship in the media. You must use an example to support your answer. [5]
AO1 Knowledge and Understanding (AO1 x 5)
<p>1 mark – Brief outline given. 1 mark – The outline is fully developed/further elaborated. 1 mark – An accurate example is provided. 1 mark – The example given is detailed. 1 mark – A clear link is made between the example and the key concept/question.</p>
<ul style="list-style-type: none"> • Censorship refers to the restriction or control of information, communication, or media by a formal agency of social control, such as the state. (1) • It is used to maintain social order, protect dominant ideologies, and prevent challenges to authority or power structures. (1) • In China the government blocks access to Western sites to control political discourse. (1) • The ‘Great Firewall of China’ is the country’s state-led censorship system, blocking foreign websites such as Facebook and Google. (1) • China’s media censorship is one of the most restrictive in the world, controlling information online, in the news and on social media. The government imposes measures to ensure the media censors themselves, e.g., the imprisonment of journalists who break the rules (1). • Any other reasonable response.

Q2 Explain two reasons why digital communication may have strengthened relationships in today's society. You must use evidence from Source A to support each reason. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material from the source is applied directly, precisely and consistently to the demands of the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material from the source is applied appropriately to the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained. Or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material from the source, but application is weak, inconsistent or only partially relevant across both points. One point may be applied more effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material from the source/item is minimal, tangential or largely irrelevant, with little clear connection to the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q2 Explain two reasons why digital communication may have strengthened relationships in today's society. You must use evidence from Source A to support each reason. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of digital communications strengthening relationships.

AO2 (6 marks): Students should be using the source material to apply knowledge and understanding to explicitly address the issue of digital communications strengthening relationships.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding. Assessment Objectives should be marked at each level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

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

NB: Marks for AO2 can only be awarded for explicit use of the source material.

Relevant points students might use in their answer include:

- Miller: Facebook enables individuals to maintain relationships over distance
- Zhao: online activities such as email and chat may strengthen relationships
- Van Dijk: online relationships increase social capital
- Cummings: student using sites to keep in touch
- Bargh and McKenna: online networks help those with low self-esteem as they discuss their feelings online, strengthening relationships
- Granovetter: the strength of weak ties.

Exemplar response

- Granovetter's study 'the strength of weak ties' suggests that weak ties are more crucial than strong ties for accessing opportunities which may positively strengthen working relationships. (AO1) His theory can be applied to digital communication, as professionals find jobs and build networks in the digital age. (AO1) This is supported by Source A, which states that digital communication allows individuals to 'create and maintain ongoing relationships in a world of work, through platforms such as LinkedIn.' (AO2) This may provide opportunities for people to strengthen relationships if they find this difficult 'when it comes to face-to-face interactions.' (AO2)
- Any other reasonable response.

Q3* How far has globalisation led to a homogenised culture. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q3* How far has globalisation led to a homogenised culture. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence regarding the issue of cultural homogenisation.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of cultural homogenisation.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of cultural homogenisation.

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

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant Knowledge, understanding and evidence students might use in their answer includes:

- Seabrook: cultural homogenisation is cultural imperialism
- Great Firewall of China
- McKay: Filipinos resist Western individualism
- Facebook: immigrants connect with homeland
- Glocalisation: local and global cultures combine
- Hall: cultural hybridity and resistance
- Croteau and Hoynes: observance of local practices
- Tribalnet - Indigenous people using digital media technologies
- Cornford and Robins, Marxists: globalisation purveys ruling-class ideologies through cultural homogenisation.

Exemplar response

- Hall argues that the increasing rate of globalisation may lead to three potential outcomes, one being the emergence of a homogenised culture. Digital communication has accelerated the rate of globalisation and cultural homogenisation. (AO1) Cultural homogenisation can be linked to the idea of McLuhan's global village, where distinct national identities are lost leading to a shared global culture and identity as diversity is lost or diffused. This global culture is known as a 'homogenised' culture. (AO2) Not all sociologists agree that globalisation leads to cultural homogenisation, and the threat of lost national identities may trigger a process of cultural defence. This is illustrated by France's 'cultural exception' which imposes quotas on cultural products such as films, to protect their national identity and diversity. (AO3)
- Some sociologists argue that cultural homogenisation is a form of 'Americanisation' or 'Westernisation' as these wealthier cultures dominate the globalised world. The process of globalisation therefore spreads western ideologies. (AO1) Homogenised global culture is likely to be a capitalist, democratic, English-speaking and consumer culture. Ritzer's concept of 'McDonaldisation' supports the idea of cultural homogenisation as an emergent of the process of globalisation. (AO2) For Mohammadi cultural homogenisation of western domination is over-exaggerated, and it ignores key interactions between different cultures. Giddens discusses the process of 'reverse colonisation' where it is not the western powers that dominate less powerful groups culturally but is in fact the other way round. This can be shown by looking at the 'Mexicanisation' of California. This idea challenges the idea there is a uniformed global culture dominated by Western values. (AO3)
- Globalisation is argued to promote cultural homogenisation through the global spread of Western values such as patriarchy, democracy and the dominance of the English language. (AO1) For example, most online content is written in English, and products like Microsoft Word primarily target English-speaking markets, despite the widespread use of languages such as Spanish. (AO2) However, the process of glocalisation suggests global influences are adapted to fit local cultures rather than simply replacing them. Communities use platforms like Facebook to share local ideas, traditions and business practices, helping to preserve indigenous cultures. In this way, digital communication can also enable resistance to cultural homogenisation through globalisation, rather than simply accelerating it. (AO3)

- Marxists Cornford and Robins argue that the owners of digital media are capitalists who aim to control people's ideas and maximise profit. This is linked to media convergence, where different types of media are combined into one platform. For example, Boyle explains that smartphones allow users to access multiple forms of media in one place, such as streaming TV and listening to music. (AO1) This process has contributed to globalisation, where cultural influences and economic markets spread across the world. These developments have mainly come from Western countries, spreading capitalist values and cultural practices, leading to cultural homogenisation. (AO2) However, Croteau and Hoynes challenge this view and argue that digital media companies adapt their products and practices to suit local markets. This shows that instead of creating one global culture, media companies work collaboratively with different cultures to succeed in specific regions, which questions the idea of cultural homogenisation. (AO3)
- In conclusion, both sides of the debate have valid points, and national identities are likely to remain important despite the influence of large media conglomerates. Hall argues that rather than cultures becoming the same, hybrid identities are formed through the mixing of different cultural influences in a globalised world. Overall, this suggests that cultural hybridity is more likely to occur than full cultural homogenisation.
- Any other reasonable response.

Section B**Option 1: Crime and deviance**

Q4 Outline what is meant by green crime. You must use an example to support your answer. [5]

AO1 Knowledge and Understanding (AO1 x 5)

1 mark – Brief outline given.

1 mark – The outline is fully developed/further elaborated.

1 mark – An accurate example is provided.

1 mark – The example given is detailed.

1 mark – A clear link is made between the example and the key concept/question.

- A crime which affects the environment in some way/crimes committed against the environment. (1)
- South and Carrabine et al. identify two categories of green crime: primary green crime – activities which destroy ecosystems and local environments, and secondary green crime – behaviour committed as a response to primary green crime. (1)
- Illegal logging is a primary green crime and leads to deforestation, loss of species and habitats, and contributes to global warming (1)
- According to Interpol, illicit proceeds from illegal logging may be used to fund conflicts as secondary green crime. (1)
- The potential impacts of illegal logging are widespread, but their origins form harm against the environment constitutes a primary and secondary green crime (AO1).
- Any other reasonable response.

Q5 Explain two ways global organised crime has led to changes in patterns of crime. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the issue in the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material is applied appropriately to the issue in the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material to the issue in the question, but application is weak, inconsistent or only partially relevant across both points. One point may be applied effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the issue in the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q5 Explain two ways global organised crime has led to changes in patterns of crime. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of global organised crime changing patterns in crime.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of global organised crime changing patterns in crime.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding. Assessment Objectives should be marked at each level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

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

NB: Marks for AO2 can only be awarded for application of knowledge and understanding to the issue in the question.

Relevant points students might use in their answer include:

- Aas: definition of global organised crime
- Gastrow: irrelevance of state borders in relation to global criminal organisations
- McGuire: argues that cybercrime is an economy in its own right
- Castells: global criminal networks resemble business networks
- Glenny: McMafia has been created through human trafficking, supply and demand networks, state-corporate crime links, increased international policing
- Postmodernist views on traditional definition of crime, links between green crime and global crime
- Blackburn: global organised crime is related to corruption within law-enforcement agencies.

Exemplar response

- Global organised crime has changed patterns of crime by enabling the rise of transnational drug trafficking networks, particularly through groups like Mexican and Colombian cartels. Castells refers to this as a 'global criminal economy', where drugs are produced in the Global South and consumed in the Global North. The illegal drug trade is now worth billions of dollars, and contributes to rising drug-related violence, corruption, and street-level dealing across borders. (AO1) This shift has changed crime patterns by increasing the scale and complexity of drug crime, turning it from a local to a global issue. Left Realists, like Lea and Young, argue that such economic marginalisation and relative deprivation caused by global capitalism can lead individuals into drug economies. It also forces policing agencies to adapt through transnational cooperation (e.g. Interpol) and adopt more intelligence-led strategies. (AO2)

- Any other reasonable response.

Q6* How far has capitalism caused crime? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate.	1 mark Application of sociological material is minimal, tangential or largely	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or

	One or more points may be identified but are weakly or minimally addressed.	irrelevant, with little clear connection to the question.	unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q6* How far has capitalism caused crime? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of whether capitalism causes crime.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of whether capitalism causes crime.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of whether capitalism causes crime.

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

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

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Relevant Knowledge, understanding and evidence students might use in their answer includes:

- Durkheim, functionalist: value consensus, positive effects of crime, and anomie
- Davis and Erikson, functionalists: safety valve
- Becker, interactionist: labelling, internalisation, self-fulfilling prophecy and master status
- Merton, functionalist: strain theory, modes of adaptations, 'American Dream'
- Box, Marxist: control of the working class
- Hirschi: social bonds
- Jock Young, left realist: relative deprivation, marginalisation and subcultures, utilitarian/non-utilitarian.

Exemplar response

- Marxist criminologists argue that crime is inevitable within capitalist societies, and capitalist values encourage criminal behaviour across all social classes. The system is said to promote selfish tendencies, and the poor may commit crimes out of need or injustice (AO1). Marxist Bonger agrees and argues that capitalism is 'criminogenic', fostering selfishness and greed at the expense of others, leading to crime. (AO2). Others contest this view as most people obey the law, suggesting a value consensus. This is suggested by Functionalist thinkers such as Durkheim, who argue that one cause of crime lies in poor socialisation and not capitalism (AO3).
- Marxist Gordon argues that class inequality is an inherent feature of capitalist societies leading to poverty, poor living conditions, and persistent debt amongst the working class who are at the lower end of the social hierarchy (AO1). Gordon suggests that crime is committed by the poorest as a rational response to the inequalities they experience, and questions why more is not committed (AO2). Others challenge this view as overly 'deterministic.' Not all working-class individuals commit crime, and Marxists are criticised for ignoring laws which do not support capitalism, such as minimum wage laws which exist to protect the vulnerable (AO3).
- Marxists argue that alienation and the competitive nature of capitalism, drives some people to commit crimes. Alienation is the powerlessness and lack of control felt by the proletariat in the workplace and from capitalism (AO1). Chambliss argues that capitalist societies create the desire to consume but without the means to earn, therefore leading to criminality. (AO2) However, Marxists are criticised for being too extreme in their views and for ignoring non-class issues such as ethnicity and gender. Marxist views do not explain non-utilitarian crimes or crimes without material gain, so capitalism can be challenged as the cause of crime. (AO3)
- Neo-Marxist supports the idea of resistance to the capitalist system leading to deviance and criminality. (AO1) The Centre for Contemporary and Cultural Studies (CCCS) studied the emergence of youth deviance such as the skinheads and punks. Their research claimed that their attitudes were a response to the capitalist system and the class inequalities impacting their lives. (AO2) However, the CCCS have been criticised as most working-class crimes are committed against other working-class individuals. The focus on class is also challenged by other sociologists who argue that the Neo-Marxists ignore issues of intersectionality such as gender and ethnicity; girls were ignored in research by the CCCS according to feminists. (AO3)

- In conclusion, although evidence suggests that capitalism can be seen as an underlying cause of crime, other elements must also be considered as causes of crime. It is likely that a combination of these factors is responsible for criminality. Postmodernists would argue that notions of class are no longer relevant which undermines the argument that capitalism is the cause of criminal behaviour. (AO3)
- Any other reasonable response.

Option 2: Education

Q7. Outline what is meant by the hidden curriculum. You must use an example to support your answer. [5]

AO1 Knowledge and Understanding (AO1 x 5)

1 mark – Brief outline given.

1 mark – The outline is fully developed/further elaborated.

1 mark – An accurate example is provided.

1 mark – The example given is detailed.

1 mark – A clear link is made between the example and the key concept/question.

- The attitudes and behaviour which are learned in school, beyond the official curriculum content. (1)
- What educators teach students without even realising it, through their interactions, modelling and classroom culture. (1)
- Punctuality. (1)
- The importance of punctuality is reinforced at school so that young people adopt this same value when they enter employment. (Marxists Bowles and Gintis' – correspondence principle). (1)
- The hidden curriculum instils social norms and values in pupils and is a powerful tool for social reproduction by teaching pupils to accept their class position. (1)
- Any other reasonable response.

Q8 Explain two ways cultural factors contribute to social class inequality in education. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the issue in the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material is applied appropriately to the issue in the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material to the issue in the question, but application is weak, inconsistent or only partially relevant across both points. One point may be applied effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the issue in the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q8 Explain two ways cultural factors contribute to social class inequality in education. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of cultural factors contributing to social class inequality in education.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of cultural factors contributing to social class inequality in education.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding. Assessment Objectives should be marked at each level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

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

NB: Marks for AO2 can only be awarded for application of knowledge and understanding to the issue in the question.

Relevant points students might use in their answer include:

- Bourdieu, Marxist: cultural reproduction, cultural capital
- Gaine and George: parental education
- Reay: working-class and middle-class mothers
- Sullivan: cultural capital and GCSE success
- Douglas: primary socialisation
- Goodman and Gregg: mother-child interactions.

Exemplar response

- Cultural factors may contribute to social class inequality in education through differences in children's home backgrounds, which vary depending on their social class. Cultural factors centre on social class differences in norms, values and attitudes to education. (AO1) Feinstein's study of parental involvement and social class found that differences in ability were evident from a young age in the children involved, with class differences in parental interest and support being the most significant factor. Teacher assessments measured how much interest parents took in their child's education. Feinstein's study suggests that working-class parents may place less value on education and pass these values on to children through the process of socialisation. This would account for social class inequality in education. (AO2)
- Any other reasonable response.

Q9* How far have ideological values influenced government educational policy? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q9* How far have ideological values influenced government educational policy? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of ideological values influencing government educational policy.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of ideological values influencing government educational policy.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of ideological values influencing government educational policy.

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

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant Knowledge, understanding and evidence students might use in their answer includes:

- Specialist schools
- Social exclusion
- Education Action Zones (EAZ)
- Vocational education: GNVQ and NVQ
- Educational Maintenance Allowance (EMA)
- Tomlinson: specialist schools
- Trowler: societal inequality and education
- McKnight et al.: rising standards
- Sure Start centres
- Excellence in Cities (EiC)
- Walford: assessment of policy initiatives
- Academies
- Performance targets
- Diversity of schools: City Technology Colleges and Grant Maintained (GM)
- Open enrolment
- Testing and attainment targets.

Exemplar response

- Conservative government educational policy has been influenced by New Right ideology. They aim to raise standards and promote economic growth by training the required workforce through education. (AO1) In 1988, the National Curriculum was introduced as a key element of the 1988 Education Reform Act (ERA). The standard curriculum included core subjects designed to increase student employability on leaving school. (AO2) Critics of the National Curriculum argue that it has restricted subject choice and not raised standards. For example, some students are disadvantaged as they may benefited from subjects that are no longer offered. (AO3)
- In 1992, the Conservative government introduced League Tables. Secondary schools were obliged to publish SATs, GCSEs and A-Level results which the government then ranked into league tables of results based on performance. (AO1) The policy was influenced by the New Right ideology of marketisation, by increasing competition and enabling parents to make informed choices between schools (parentocracy). (AO2) However, critics such as Ball, Bowe and Gerwitz argued that league tables meant that teachers focused on the most able which disadvantaged lower-ability students. (AO3)
- Some New Labour approaches were influenced by a combination of New Right and Social Democratic ideology. The number of places made available in higher education (HE) nearly doubled between 1990 and 2004, funded by the introduction of tuition fees and replacing student grants with loans. (AO1) The policy was designed to increase opportunities for people from all backgrounds to attend higher education but particularly those from the working class. The class gap in HE had widened during the previous Conservative government.

(AO2) However, the expansion of HE did not address the balance of working-class students, as most extra university places were taken up by students from higher classes. Callender supports this and argues that working class students are debt adverse and deterred by tuition fees. (AO3)

- Another New Labour policy that can be regarded as a continuation of Conservatism and marketisation of education is the introduction of specialist schools. The schools focused on a specific subject, such as sports or arts, to raise standards. (AO1) The Labour party were renamed 'New Labour' to reflect that some of their beliefs and subsequent policies aligned with those usually associated with the Conservatives. This rejected old Labour's approach of a 'one size fits all' approach and argued that the schools would raise standards. (AO2) Critics suggest that specialised schools increased inequality and some evidence suggests that intake was lower for poorer pupils as the 10% permitted selection led to 'cream skimming' on aptitude. (AO3)
- In conclusion, the evidence overwhelmingly supports the view that ideological values have a profound impact on governmental educational policies. Successive governments are seen to adapt their educational policy to reflect political ideology. Education is clearly a mechanism by which governments promote their ideologies through curriculum and structural change. (AO3)
- Any other reasonable response.

Option 3: Religion, belief and faith

Q10 Outline what is meant by secularisation. You must use an example to support your answer. [5]
AO1 Knowledge and Understanding (AO1 x 5)
1 mark – Brief outline given. 1 mark – The outline is fully developed/further elaborated. 1 mark – An accurate example is provided. 1 mark – The example given is detailed. 1 mark – A clear link is made between the example and the key concept/question.
<ul style="list-style-type: none">• The process of religious practice and belief declining. (1)• Recognition that secularisation is a contested idea and not supported by all data/applicable to all countries/cultures. (1)• The 2021 Census for England and Wales revealed that fewer than half of the population identified as Christian for the first time (1).• While Christianity has declined, other religions showed increases; Islam rose from 4.9% to 6.5% of the population (1)• The census data response to 'no religion' rose significantly, suggesting a significant rise in secularisation across England and Wales with a shift away from traditional religious affiliation (1).• Any other reasonable response.

Q11 Explain two ways that social class can influence religious participation. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the issue in the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material is applied appropriately to the issue in the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material to the issue in the question, but application is weak, inconsistent or only partially relevant across both points. One point may be applied effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the issue in the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q11 Explain two ways that social class can influence religious participation. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of social class influencing religious participation.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of social class influencing religious participation.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding. Assessment Objectives should be marked at each level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

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

NB: Marks for AO2 can only be awarded for application of knowledge and understanding to the issue in the question.

Relevant points students might use in their answer include:

- Bruce: New Age Movements (NAMs) attract higher classes
- Theos: theists come from lower classes
- Marx: comfort to the oppressed classes
- Neo-Marxists: support for marginalised (opium of the people).

Exemplar response

- Religious participation has traditionally related to social class. The higher classes and middle classes have been regarded as more religious and attended church in higher numbers than the working classes. (AO1) Ashworth's and Farthing's study support this view, with their research suggesting that professional adults in senior and middle management occupations have above average regular and occasional, church attendance. The lowest proportion of regular churchgoers were found amongst those working in manual occupations, suggesting that there is a correlation between social class and religious participation. (AO2)
- Any other reasonable response.

Q12* How far has religion caused change in society? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q12* How far has religion caused change in society? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of religion causing change in society.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of religion causing change in society.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of religion causing change in society.

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

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant Knowledge, understanding and evidence students might use in their answer includes:

- Postmodernism: cultural change due to media
- 'Spiritual shopping'
- Individual choice
- Malinowski: studied religion as a helpful force during stressful life events and performs psychological functions
- Durkheim, functionalist: conservative view of religion, key function is social cohesion, prevents anomie
- Parsons, functionalist: religion socialises people into shared values, beliefs and norms
- Feminism: radical feminists argue religious roles are given to men, gender-specific symbolism
- Marxism: religion is the opiate of the masses
- Althusser, Marxist: ideological state apparatus and false class consciousness.

Exemplar response

- Marxist Engels argued that 'religion has a dual character' and the birth of Christianity was revolutionary, both politically and religiously. (AO1) Engels believed that religion could overthrow the oppression of the ruling class, causing social change. (AO2) However, many Marxists argue that religion acts as a conservative force. Marx believed religion reinforced social inequalities in society and therefore did not lead to social change. (AO3)
- Some feminists suggest that through spirituality, a new version of society could come into being which rejects patriarchy in its organisation. (AO1) Daly advocated rejecting patriarchy and male-centred religions, returning to 'Goddess Religions' as a means of achieving social change and women's liberation. (AO2) Other feminists disagree with Daly and maintain that religion is a conservative force, oppressive to women. The continuing use of gender-specific symbolism as well as patriarchy being normalised and encouraged, prevents social change when it comes to gender equality. (AO3)
- Weber argued that capitalism emerged in western societies partly due to religious ideas at the time. (AO1) He believed that a protestant work ethic had developed amongst individuals influenced by the Calvinist movement, which was integral in the growth of capitalism and brought about social change. (AO2) Marx would contest this view, arguing that religion was not a force for change, but a conservative force used by the ruling class.
- Neo-Marxists regard religion as a conservative force but argue it has the potential to contribute to social change, as autonomous members of religious institutions can be conservative whilst advocating for social change. (AO1) They can be seen to help the oppressed whilst not supporting ruling class ideology. Gramsci's idea of counter-hegemony supports this view. (AO2) The view offers a more nuanced understanding of religion than traditional Marxism by recognising its potential for social change. (AO3)
- In conclusion, in an increasingly secularised society, it is arguable whether religion can still be considered a force for change. However, secularisation is not uniform across the globe. Although this may be true in some Western countries, religion can still act as a force for change in less secular societies where it continues to play an important role. (AO3)
- Any other reasonable response.

Assessment Objectives Grid

	Question	AO1	AO2	AO3	Total mark for question
Section A (35)	1	5	-	-	5
	2	4	6	-	10
	3	4	6	10	20
Section B (35)	4/7/10	5	-	-	5
	5/8/11	4	6	10	10
	6/9/12	4	6	10	20

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