GCE

Sociology

H580/03: Debates in contemporary society

Advanced GCE

Mark Scheme for June 2019

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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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Annotations:

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

INTRODUCTION

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

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

You should ensure that you have copies of these materials. You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet

Instructions for Examiners.

If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.
Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

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

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

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

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

Question			Answer	Marks	Guidance
1		*	With reference to the Source(s) and your wider sociological knowledge, explain the impact of developments in digital communication technology on the way information is collected and used. **AO1: Knowledge and understanding** **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. **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. **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. **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. The material is basic and communicated in an unstructured way.	9	**AO1: Knowledge and understanding** Contemporary examples of information collection/ use/ misuse/ misinterpretation should be rewarded the same AO1 marks as references to studies. This might include consideration of • Access to huge amounts of data about every area of social life - 'big data'. (As in Source A) • Increased access to information about people across the world (As in Source A) • Previously people needed to be physically close to information about others across the world to gain insights, e.g. through encyclopaedias, today children can gain insight through e.g. Google at the touch of a button. • Potential to revolutionise how we live, work and think', could have dramatic impact on the economy, science, and society. • This information can be accessed by millions through search engines such as Google (as in Source A and Source B • Developments in social media enable this data to be easily shared with people at a global level (As in Source A) • Analysis of 'big data' provides new insights into patterns and trends regarding countries across the world. (As in Source B) • Candidates may refer to the features of big data: Volume, Velocity, Variety, Variability, Complexity • Reference to the misuse/misinterpretation of 'big data'/ information. • Other reasonable response (expect a range of other material to be used and applied). **AO2: Application** **In this question AO2 is awarded for use of source and application of knowledge to the question.**

			0 marks No relevant knowledge or understanding. **AO2: Application** **Level 4: 4 marks** The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly and frequently applied material from at least one of the sources in a developed way. **Level 3: 3 marks** The candidate demonstrates a good ability to apply source material. The candidate has occasionally applied material from at least one of the sources in a developed way, or frequently applied the source(s) in an underdeveloped way. **Level 2: 2 marks** The candidate demonstrates a basic ability to apply source material. The candidate has occasionally made use of material from the source(s) in an underdeveloped way. **Level 1: 1 mark** The candidate shows a limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way. **0 marks** No relevant sociological application.		

2			With reference to the Source(s) and your wider sociological knowledge, to what extent has the development of social media helped social movements bring about social change? **AO1: Knowledge and understanding** **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. There is a well-developed line of reasoning which is clear and logically structured. The material presented is relevant and supported by evidence. **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. There is a line of reasoning presented with some structure. The material presented is mostly relevant and supported by some evidence. **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. **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. The material is basic and communicated in an unstructured way. **0 marks** No relevant knowledge or understanding. **AO2: Application**	**10**	**AO1: Knowledge and understanding** Contemporary examples should be rewarded in the same way as references to studies. Arguments that the development of social media has helped social movements bring about social change: • Digital communication - a new form of democratic, open communication can lead to greater equality in the creation and spread of new ideas and communication (Source A). • Social media enables sharing of new insights - increased knowledge and awareness of other people's lives may reveal inequalities (Source A) • Social media may be used to help mobilise people to join social movements and mass protests to challenge inequalities and injustices, change history (Source A) • Social media enables greater access to information and the opportunity to engage with political and social issues more easily; Castells: 2013; Hinton and Hjorth: 2013 • Joining social media sites may increase social capital for those experiencing inequality. Individuals may make connections with people across the world (Source B) • New forms of digital communication such as social media provide 'muted groups' a voice. e.g. women, children, the elderly and the disabled; • The Facebook Effect in Columbia; Kirkpatrick 2010 • The Arab Spring in 2011 – Jurgenson, Augmented revolution - On-line activities integrated with off-line activities to initiate change. • Individuals can rally support for social movements or mass protests through new forms of digital communication and social media and find other like-minded people regardless of their geographical location (Source A). • Source of support for women's activism (Nakamura, Cochrane, Chittal) • Examples such as #feminist campaigns, #MeToo, #BlackLivesMatter, Greta Thunberg and the climate change school strikes, Extinction rebellion protests. • Other reasonable response (expect a range of other material to be used and applied).

			Level 2: 2 marks The candidate demonstrates an excellent ability to apply relevant source material. The candidate has explicitly and applied material from at least one of the sources. **Level 1: 1 mark** The candidate shows a limited ability to apply source material. The candidate has implicitly referred to issues raised in the source(s) or recycled source materials in an undeveloped way. **0 marks** No relevant sociological application. **AO3: Analysis and evaluation** **Level 4: 4 marks** The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is a range of developed evaluation points. There may be a critical and reasoned conclusion. **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. The candidate may reach an explicit but brief conclusion. **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. **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. **0 marks** No relevant sociological evaluation or analysis.		**AO2: Application** **In this question AO2 is awarded for use of source** **AO3: Analysis and evaluation** Arguments that the development of social media has not helped social movements bring about social change: • Some groups are unable to access new forms of digital communication and social media (Source B). • Certain powerful groups control digital communication (Source B). • Social media can be a conservative force (e.g. used to challenge/ ridicule activism) • Those that join social movements and mass protests may discover that the opposition may also use the same social media platforms to challenge the protests (Source B). • People who own and control digital and social media are capitalists' intent on making a profit while also engaging in ideological control of the masses; Cornford and Robins • Cambridge Analytica - In 2018 Facebook maintained up to 87 million users' data was improperly shared. • Protest through social media is passive rather than active and therefore less effective. Older forms of protest were more meaningful and long term. (e.g. 'armchair activism', Bauman). • Social media echo the views of participants rather than opens minds to new perspectives. Fake news. • Social networks the new opium of the people; a way of entertaining people presenting no real threat to the unequal capitalist society; Garside, Cornford and Robins • The Snowden Report. • Abuses of digital footprint to find cyber dissidents and arrest them : e.g. Russia, China and North Korea • Other reasonable response (expect a range of other

					material to be used and applied).
3			Evaluate the sociological view that new forms of digital communication are controlled by the ruling class. **AO1: Knowledge and understanding** **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. There is a well-developed line of reasoning which is clear and logically structured. The material presented is supported by evidence. **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. There is a line of reasoning presented with some structure. The material presented is supported by some evidence. **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 presented is supported by limited evidence. **Level 1: 1 mark** The candidate demonstrates a limited knowledge and understanding of sociological material. The material is basic and communicated in an unstructured way. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. **0 marks** No relevant knowledge or understanding.	**16**	**AO1: Knowledge and understanding** Contemporary examples should be rewarded the same AO1 marks as references to studies. Supporting the view - Marxist argument: new forms of digital communication are controlled by the ruling class: • Some Marxists adopt a pessimistic view. These Marxists would argue that all forms of media communication, including digital communications are controlled by the ruling class; Cornford and Robins, 1999 • Those who own and control digital media are capitalists who aim to make profit and to ideologically control the masses; Cornford and Robins, 1999, application of Althusser, Chomsky, Miliband • Media convergence of digital devices enables owners of media companies to sell their media in different formats, creating opportunities for profit. • There exists a greater platform to ideologically control people in new and subtle ways, encouraging people to accept capitalism and not question inequalities; Cornford and Robins, 1999, Bagdikian, 2014 • Digital communication is mediated by private companies rather than the state; few laws governing its moral responsibilities. • Globalisation results in the spread of western, capitalist ideas. Cultural imperialism, Seabrook. • Marxists suggest the internet and digital communication is a way of entertaining people which presents no real threat to existing capitalist society. Adults spend slightly more time on line than sleeping; Garside, 2014 • The Snowden Report 2013 has led some Marxists to suggest that as a surveillance device, digital

			AO2: Application **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 generally 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 partially relevant and/or is related to the question implicitly/ lacks focus on the question. **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. **AO3: Analysis and evaluation** **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. **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. The candidate may reach a critical but brief conclusion.		communication threatens individual liberty and freedom; Ideological smokescreen, superficial, Chomsky • New opium of the people also increases the power of false needs, Marcuse. • Marxist view that media another example of bourgeoisie controlling and owning profits through concentrations and monopolies e.g. Murdoch Sky • Cambridge Analytica and Facebook issues 2018 • Other reasonable response. **AO2: Application** • The selected knowledge should be directly specific to the question - the Marxist view that new forms of digital communication are controlled by the ruling class **AO3: Analysis and evaluation** A critique of the critical Marxist view • Some Marxists are much more optimistic about the potential for greater democracy: Castells (information now flows from the many to the many); Jurgenson (augmented revolution), citizen journalism, clicktivism, Fuchs • Digital communication has led to social protest, challenging inequality (Arab Spring, Jurgenson) • Feminists argue that by overemphasising issues of class, Marxists fail to recognise the ways in which digital forms of communication offer new ways in which patriarchal ideology can exert control over women and children; Hughes 1999 • Postmodernists: Globalisation has resulted in the waning of significance of social class • Other reasonable response (expect a range of other material to be used and applied).

			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. **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. **0 marks:** No relevant sociological evaluation or analysis.		

4		*	In what ways are crimes committed by the middle classes different from all other forms of crime? **PLEASE REFER TO APPENDIX 1**	**10**	**AO1: Knowledge and understanding** Candidates are likely to link middle class crime to white collar crime. Candidates may refer to: • Definitions of white collar crime: 'a crime committed by a person of respectability and high social status in the course of his occupation' (Sutherland) ; Occupational crime: carried out by employees. • White collar crime is hard to detect, indirect and not socially constructed as crime; Croall • White collar criminals do not see themselves as 'real' criminals; Goldstraw-White • Difficult to estimate and investigate. People in powerful positions can use financial and political power to escape arrest and conviction. • Unlikely to appear in a victim survey as victims of crimes such as fraud may be unaware of their victimisation • Companies' victims of employee white collar crime may decide not to publicise the matter to avoid negative publicity. • Police focus on working class rather than middle class crime; Cicourel and negotiation; Chambliss, Saints and Roughneck, link to labelling • Box – the social construction of crime involves assumptions relating to motive, weapon etc, based on working class crime. • Dominant focus of crime in the media is on the working class • Other reasonable response. **AO2: Application** The selected knowledge should be directly specific to the question - ways in which middle class crime is different from all other forms of crime.

5		*	Assess right wing solutions to the problem of crime. **PLEASE REFER TO APPENDIX 2**	**20**	**AO1: Knowledge and understanding** Candidates are expected to focus on solutions to crime. It is likely that they will demonstrate knowledge and understanding of right wing views including right realism and the New Right. Candidates may draw upon different theoretical approaches such as: • Right realism • The New Right Candidates may refer to right wing solutions to the problem of crime, such as: • Prevention: criminality is usually a conscious choice. Focus on making crime more difficult to commit and capture and punishment more likely, based on opportunity theory, Clarke • Situational crime prevention: 'target hardening', e.g. locks on cars, surveillance, CCTV, street lighting policies; Painter (and Farrington) • Environmental crime prevention - wider measures, making deviant behaviour less likely in the public environment - the concept of 'defensible space' such as the design of housing estates, South • Punishment: New Right - harsh penalties such as death penalty, 'three strikes and you're out' involves deterrence, retribution, denunciation: link to functionalist 'degradation ceremonies' (Durkheim, Erikson) • New Right: Murray – accepts high numbers incarcerated is inevitable to reduce crime rates. • Right realist Wilson prefers to focus on certainty of capture as more effective deterrent, concept of cost-benefit analysis; Wilson, 1975 • Control: through policing, order maintenance and zero

					tolerance policing; Wilson and Kelling; Zimring, 2011 • The community needs to be engaged in challenging low-level disorder; Broken Windows, Wilson and Kelling, 1982. • Study in Newark, New York – more police on streets puts right realist views into practice; Wilson and Kelling • Zimbardo's study showing how a car was vandalised – link to community standards, zero tolerance • New Right focus on the welfare state; benefit system thought to encourage 'feckless behaviour' - solution to cut benefits, taking children into care; Murray, • Other reasonable response. **AO2: Application** • The selected knowledge should be directly specific to the question - right wing **solutions** to the problem of crime. **AO3: Analysis and evaluation** Candidates could use opposing approaches to challenge right wing solutions such as: • Left wing views, including left realism and Marxism Arguments against right wing solutions to crime, may include: • Right wing policies often criticised for not addressing underlying causes of crime; e.g. Simon • Right wing solutions that do not take underlying causes into account can lead to 'displacement' to another area; Simon • Right wing policies lead to catching more and more people in 'ever-larger nets of ever-finer mesh'; Cohen • Right realist policies might lead to segregated cities, a culture of fear and a form of social engineering; Davis • Right wing solutions - such as CCTV, security patrols, expanded electronic data collection, strengthened

					immigration controls – target the innocent as well as the guilty; Hudson, 1997 • Right wing solutions do not address underlying causes: Left wing approaches claim the social structure is the main cause of crime, crime prevention needs to focus on structural changes that tackle the social causes of crime. • Left wing solutions based on idea that rehabilitation will tackle crime more effectively than retribution (RW). Favour 'reintegrative', rather than 'disintegrative' shaming, avoids labelling; Braithwaite, 1989, 2004 • Left wing: right wing solutions lead to over policing of the working class/ minority communities; more effective solutions involve strengthening relationships between police and community, 'minimal policing' and a multi-agency approach to help improve the 'moral context' in which crime is committed; Lea and Young; Phillips and Bowling • Zero tolerance adopted initially in New York, over-emphasis on working class crime, effectiveness can be questioned. • Minimum sentences rarely upheld in UK as they contravened human rights legislation • 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. • Other reasonable response

6		*	Evaluate functionalist explanations of crime and deviance. **PLEASE REFER TO APPENDIX 3**	**40**	**AO1: Knowledge and understanding** Candidates may consider functionalism and functionalist-related theoretical approaches such as: • New Right/ neo-functionalism • Functionalist subcultural theory • Right Realists Candidates are expected to discuss the strengths of functionalist explanations of crime and deviance such as: • Functionalists - crime and deviant behaviour functional for society if it serves a collective purpose. • Durkheim – crime is integral to a healthy society; inevitable, even in 'a society of saints', lack of value consensus, learned through socialisation, results in 'anomie'; damaging to society • Focusing on social solidarity and the collective conscience - enables a community to police itself, 'crime brings together upright consciences' (Durkheim) • Erikson 'public degradation ceremonies' • Deviance as a 'safety valve'- prostitution, pornography; Davis, Polsky, Eisenstadt (youth) • Merton 'strain' theory: a 'strain towards anomie'; 5 modes of adaptation: conformity, innovation, ritualism, retreatism, rebellion • New Right/ neo-functionalism: Murray • Right Realists: Hirschi (control theory); Wilson & Kelling • Functionalist subcultural theorists: A.Cohen, Cloward & Ohlin, Miller • Other reasonable response **AO2: Application** The selected knowledge should be directly specific to the question - functionalist explanations of crime and deviance.

					AO3: Analysis and evaluation Candidates could use opposing approaches to challenge functionalist explanations such as: • Marxism and neo-Marxism, left Realism, interactionism Candidates are expected to discuss the weaknesses of functionalist explanations of crime and deviance such as: • Durkheim did not explain why individuals commit crime in the first place, why some people break the law more than others; why people are deviant in different ways. • Left realists: Durkheim does not consider negative effects of deviance on individuals, e.g. victims of crime. • Marxists: functionalists do not consider who creates the law, who has the power to evade law, challenge to notion of value consensus • Merton challenged for assuming goal of financial success is universal in the USA; a person might display different adaptations in different aspects of their lives. • Matza's notion of delinquency and drift - challenges Cohen, Cloward & Ohlin, Merton, Miller • Merton focussed on capitalist values of USA society which are inherently unequal; who designed the system and who is benefitting? Taylor (fruit machine) • Other reasonable response.

7		*	In what ways do cultural factors influence ethnic differences in educational attainment? **PLEASE REFER TO APPENDIX 1**	**10**	**AO1: Knowledge and understanding** Candidates may refer to: • Aspirations of Chinese parents; Archer and Francis, 2007 • Chinese Tiger Parents strongly encourage high educational attainment of their children; Chua (2014) • Attitudes of white British pupils and their families compared to members of minority ethnic groups; Strand • Language barriers where English is not the pupils' first language. • Street culture out of school and black masculinity inhibiting drive to success in education; Sewell, 1997 • Black schoolboys can choose to perform poorly to avoid undermining their masculinity; Adolph Cameron, head of the Jamaican Teachers' Association 2011 • Attitudes of black middle class parents – high aspirations, high cultural capital but needed to fight teachers' low expectations of black pupils; Vincent (2013) • Studies related to school subcultures (must have focus on culture) e.g. Mac an Ghaill (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 in which cultural factors influence ethnic differences in educational attainment.

8			Assess the impact of educational policies on equality in relation to social class. **PLEASE REFER TO APPENDIX 2**	**20**	**AO1: Knowledge and understanding** Candidates may consider a range of policies - due to the wording of the question this can include policies pre-1988. Any educational policy will be rewarded where relevant and should be credited in the same way as studies. NOTE: Due to the nature of this question, any policies, with either a positive OR negative impact on social inequality, may be presented as AO1 knowledge regarding the 'impact of educational policies' on social class inequality. They should be credited in the way that is most appropriate to the candidate's response. It is possible that candidates will structure their response into a debate between policies and other evidence which suggest that the impact has had a positive impact on social class inequality vs policies and other evidence which suggest that the impact has had a negative impact on social class inequality. This should be credited as AO1 knowledge and AO3 analysis and evaluation respectively. Candidates may consider a range of sociological approaches, such as: • New Right • Social Democratic • Functionalism • Postmodern view Evidence and arguments for the view that the impact of educational policies on social class inequality has been positive: 1980-90s Conservative government (New Right ideology): • New Vocationalism e.g. YTS - training with an employer alongside formal education to ensure young people, particularly working class, acquired the skills required by

					industry; • NVQs - assessed on competencies and skills under workplace conditions; focus - working class young people, e.g. engineering, hairdressing; • GNVQs 1992-2007, introduced initially by John Major's Conservative Party, New Right ideology, continued by New Labour, a mixture of academic and vocational skills. Popular with working class students - aimed to raise the status of vocational qualifications in schools and colleges and make them equivalent to academic qualifications. • Marketisation: policies that improve working class attainment through diversity and choice • 1988 ERA: parental choice, open enrolment, league tables - to raise standards of all pupils. From 1988 the proportion of school leavers gaining qualifications, including working class pupils, increased. Late 1990s-2000s New Labour government (social democratic approach) • Compensatory education: educational opportunities such as 1999 Sure Start, support for parents of pre-school children in disadvantaged areas. • EAZ's – and Excellence in Cities (EiC) increased funding in inner city areas to boost attainment for students from low income groups. Percentage of pupils gaining five or more A*-C grades increased by 11% points in EiC schools compared to 5% points in other schools. • Academies set up to replace 'failing' comprehensives in inner city areas, to boost attainment of children in the most deprived areas. • EMA - weekly cash allowance to young people from low income families to remain in post 16 education: continues today in Wales. • Expanded access to higher education to help close widening class gap in participation in higher education.

					• New Deal for Young People, to help unemployed young people into workplace: 46% of participants entered employment 2010-2015 Coalition government (aim to turn schools into 'engines of social mobility') • 2011 'pupil premium' - additional payment for schools for every free school meal child enrolled. Gap between free school meal pupils and others has narrowed at key stage 2 and GCSE • Expansion of academies; Francis et al (2014) found the improvement in GCSE results for disadvantaged children in sponsored academies greater than the average for mainstream schools, 2011-2013. **AO2: Application** The selected knowledge should be directly related to the specific question - the impact of educational policies on equality in relation to social class. **AO3: Analysis and evaluation** Evidence and arguments against the view that the impact of educational policies on social class has been positive/ that educational policies have had an impact on social class inequality: • Policies which were not designed to address social class inequalities but for another motivation, such as increasing choice, introducing market principles etc. • Vocational policies such as YTS offered second class training for trainees and cheap labour for employers; Dan Finn, 1987 • GNVQs not seen as having the same worth as GCSEs and A levels. • Marketisation policies: ERA parental choice depended on the parents social, cultural and economic capital; Bourdieu,

					Ball, Tomlinson, Gewirtz, 1995 • Widening participation: Despite increased places at universities, tuition fees and the cost of HE has meant participation rates at higher education widened; the value of some degrees has fallen, often at universities mainly attended by those from the working class. • Marketisation and choice: Labour's encouragement of academies and specialist schools, middle class parents able to manipulate the system to benefit their children. More deprived geographical areas contain the 'sink' schools; Ball 2008 • Marketisation and Choice: Coalition government. The Sutton Trust 2014 - variation between academy chains, benefits to children from disadvantaged backgrounds not even. • Compensatory education: Social capital: Coalition government closed many Sure Start centres; Marxists describe schemes as ideological window dressing. 2015 LSE report found Sure Start schemes faced significant budget constraints. • Compensatory Education: material factors: EMA scrapped in England - proportion of 16-18 year olds staying on in full-time education dropped; Ball • Raising tuition fees, 2012 - Independent Commission on Fees (2012) many young people put off applying to university because of fear of debt. Although poorer students more likely to progress to higher education than in the past, likelihood of them doing so relative to their richer peers is now lower; Machin and Vignoles. • Marxists - education system has always been designed around the interests of the higher social classes. • Marxist feminist critique that education policies have not successfully tackled a patriarchal education system; Walby • Other reasonable response (expect to see criticisms of the effectiveness of the policies selected)

9			Evaluate Marxist explanations of the role of education in society. **PLEASE REFER TO APPENDIX 3**	**40**	**AO1: Knowledge and understanding** Candidates may consider different theoretical approaches such as: • Traditional Marxism, Neo-Marxism Candidates are expected to discuss the strengths of Marxist explanations of the role of education in society such as: • Role of education as ideological state apparatus (ISA), preparing young people to accept their place in the capitalist system. Althusser • In modern society, the school system was one part of the system of ideological hegemony in which individuals were socialised into maintaining the status quo; Gramsci 1971 • Bowles and Gintis – the correspondence principle - how education prepares and selects pupils for the world of work, through the hidden curriculum values such as hard work and obedience are instilled and pupils are taught discipline, motivation by external rewards, hierarchical roles; • Bowles and Gintis challenge functionalist views on meritocracy, claiming that in capitalist societies it is a 'myth', used to justify inequalities. • Legitimation of inequality through the hidden curriculum, Ball. • Cultural reproduction; Bourdieu • The education system ensures that the children of the ruling class generally succeed, while the children of the working class generally underperform; Poulantzas and Giroux. • Young people who follow a vocational rather than academic pathway discovers it attracts lower status; Ball, Green • Main role of training schemes is to remove young people temporarily from unemployment; Finn

					• Training schemes interpreted as a way of providing employers with cheap labour - 'black magic roundabout' a carousel of unemployment, training schemes and unskilled work; Craine • Recently education increasingly organised on business lines; Rikowski, 2002, 2005 • Seeing through the myth of meritocracy, but still leading to social reproduction; Willis • Hidden costs of education benefitting middle class, leading to social reproduction; Noble • Other reasonable response. **AO2: Application** The selected knowledge should be directly related to the specific question - Marxist explanations of the role of education in society. **AO3: Analysis and evaluation** Candidates could use opposing approaches to challenge Marxist explanations such as: • Functionalism • New Right • Social Democratic • Feminism • Interactionism Candidates are expected to discuss the weaknesses of Marxist explanations of the role of education in society such as: • Bowles and Gintis' correspondence principal criticised for a reliance on IQ scores as a measure of intelligence. • Bowles and Gintis' focus on hidden curriculum, yet the formal curriculum contains subjects such as sociology where students are encouraged to look at society critically.

					• 21st century, Bowles and Gintis ideas dated, workers are required to make decisions and team work, less passivity and obedience, both students and teachers may also resist this process; Giroux • Willis could be used to challenge some Marxist ideas. • Bourdieu's concept of cultural capital is difficult to measure. • Functionalists; e.g. Durkheim, Parsons, Davis and Moore, Sullivan • New Right; e.g. Chubb & Moe • Feminists; e.g. Walby • Marxists ignore social democratic compensatory policies that have aided the working-class social mobility e.g. EMA/PP • Other reasonable response.

10		*	In what ways do patterns of religiosity vary in a global context? **PLEASE REFER TO APPENDIX 1**	**10**	**AO1: Knowledge and understanding** Candidates may consider: • The global North is becoming more religiously diverse, religious diversity decreasing in many areas in the global South with many countries experiencing growth of mainly one religion, typically Christianity or Islam. • WIN/Gallup 2015: 63% say they are religious, 22% say they are not, 11% consider themselves convinced atheists. In Africa 86% and in the Middle East 82% portray themselves as religious, compared to 71% in Eastern Europe, 66% in America and 62% in Asia. • Jean-Marc Leger, president of WIN/Gallup: globally around two thirds of people consider themselves to be religious. Also global trend of an increasingly religious youth; (WIN/Gallup 2015) • Resurgence of different religions globally, including Christianity, Islam, Judaism, Buddhism and Hinduism. Globalisation led to growth in fundamentalism; Giddens • Ongoing widespread influence of religions on social and political life described as the 'deprivatisation' of religion. The effects of religion cross national boundaries particularly in relation to Islamic States and Christian Right in US; Casanova, 2003. • Western Europe: secularisation - decline in power and influence of traditional religions such as Christianity, decline in active participation in religious institutions, yet continuing belief in religious ideas. Phenomenon of 'belief without belonging'; Davie, 2015 • Similarly, in Canada, 75% of people do not attend church, but 80% hold religious beliefs; Bibby, 2009. • In societies where religious traditions appear to be in decline, evidence of a resurge of religion as spirituality and change to privatised religious forms including New Age and postmodern 'spiritual shopping'; Kendal project,

					Heelas and Woodhead, 2005. • Increased access to religious ideas and movements through digital technology; spread of fundamentalist ideas (e.g. Howard, Digital Jesus) • Relationship between State and religion – e.g. certain religions being persecuted/ enforced etc. • Other reasonable response. **AO2: Application** The selected knowledge should be directly specific to the question - ways patterns of religiosity vary in a global context
11		*	Assess the view that religion, belief and faith are declining in the younger generations. **PLEASE REFER TO APPENDIX 2**	**20**	**AO1: Knowledge and understanding** Candidates will consider arguments that support the view that religion, belief and faith are declining in the younger generations. Candidates may discuss different theoretical explanations such as: • Postmodern views • Weberianism • Marxism • Feminism • Functionalism Responses that focus on studies/ evidence in place of, or in addition to theoretical responses should be credited. • Census 2011, number of people with 'no religion' has increased across all age groups, but particularly for those aged 20-24 and 40-44, 40% for those aged under 25, and 80% under 50 years. • Age bias, age profile of church members - younger age groups less likely to attend places of worship; Brierley,

					2006 Crockett, 2003 • The non-white minority ethnic immigrant population is significantly more religious than majority white population, however rates of intergenerational decline almost as high as for white population; Voas and Crockett • Evidence of declining church membership, attendance, participation in religious ceremonies - in the younger generations; Brierley, Church Census, Bruce, 2011 • YouGov poll of 18-24 year olds found that the place of religion in young people's lives was 'smaller than ever'; YouGov, 2013 • Evidence that decline in religiosity is generational and occurs as a result of changes in socialisation; Voas and Crockett, 2006 • People do not get more religious as they age, the younger generations will remain more secular; Voas and Crockett. • Just 3% of 18-24 year olds and 4% of 25-34 year olds identify as Anglican, which increase to more than a third for those aged 65+ (BRIN, 2015) • International survey (NORC) 43% of those aged 68 and older are certain God exists, compared with 23% of those aged 27 and younger; (NORC, 2012) • Davie and Vincent - religious rituals are still associated with key moments in the life course such as birth, adolescence, marriage and death. However they suggest a 'cohort effect'; those now growing up in a more secular world; i.e. younger generations have different beliefs from those growing up in a more religious environment; Davie and Vincent, 1998 • Marxist view: the media has replaced religion to become the new opium of the people and as young people interact with the media more than other age groups, it may have a more significant impact on the trends; Miliband, 1969 • Postmodern view - social change and increasing influence

					of secularisation and individualism, especially amongst the young has impacted on religious commitment; Modood. • Modernity is linked to secularisation; Wilson. • Traditional religion is being superseded by alternative spiritualties in younger generations; Heelas, 2005, Baker, 2010, Vernon, 2011. • Rise of spirituality in some middle aged groups and NAM Kendal project; Mayo, Smith, Rankin. • Relative deprivation theorists and feminists - middle aged women may seek comfort in a belief system to compensate for gender exploitation; Glock and Stark • Any other relevant point. **AO2: Application** The selected knowledge should be directly specific to the question – the view that religion, belief and faith are declining in the younger generations. **AO3: Analysis and evaluation** Candidates may evaluate with reference to competing definitions of the same statistics, they may draw upon findings of different studies; they may point to weaknesses in studies and differing theoretical interpretations. • Issue of semantics: difficulty in interpreting statistics related to religiosity, or secularisation • Census, 2011, the number of people with 'no religion' has increased across all age groups, including older generations. • Important not to generalise the experiences of different generations - issues of class, gender, ethnicity as well as location and life experiences intersect; Olsen, 2013 • 2011 Census; Muslims were the second biggest group to have grown in the last decade, with increases in all the age groups, and significantly, minority ethnic groups' have a

					younger age profile. In the 2011 Census, nearly half of Muslims are under 25 years; Brierley, 2006, Crockett, 2003. • Mirza et al studied British born Muslims - found a growing religiosity amongst the younger generation of Muslims, in contrast to Voas and Crockett's interpretation. Their increased religiosity not linked to their parents' cultural traditions, rather their interest was more politicised; Mirza, also Lewis, 2007, Mondal, 2008. • Religion and identity amongst younger generations: 'Muslim chic'; Woodhead, Modood • Social class difference: world rejecting movements such as the Moonies more popular with middle class and specifically, young people; Barker, 1984, Aldridge • Candidates may refer to the growth of spiritual marketplace of new spiritual beliefs and practices emphasising that religious life are being reshaped and particularly affects the young, religious life is not disappearing but is being reshaped, explaining decline in traditional religious participation amongst the young; Roof, Davie (believing without belonging) • 'Alternative ways of conceptualising belief' are developing globally and 'the concept of belief' remains meaningful to many young people, and is used by them to refer to their identities, affiliations, opinions and convictions; Lynch, 2010 • Any other relevant point.

12		*	Evaluate Marxist explanations of the relationship between religion and social change. **PLEASE REFER TO APPENDIX 3**		**AO1: Knowledge and understanding** Candidates will consider arguments that support and criticise Marxist views on the relationship between religion and social change. Candidates may consider different theoretical approaches such as: • Traditional Marxism • Neo-Marxism

					There will be some knowledge of arguments that support traditional Marxist and neo-Marxist views on the relationship between religion and social change, such as: • Traditional Marxism: role of religion - a conservative force, inhibiting social change; Marx, 1818-1883. • Marx -capitalism developed due to conflicts between social classes based on economic matters such as ownership and control. • Society changes as a result of conflicts between social classes, social institutions such as religion, part of the struggle; Marx • Ideas informed by Feuerbach, Marx claimed religious teachings function to keep people in a state of oppression; achieved through emphasising idea that God creates social order, acceptance and hard work reap rewards in the afterlife' Marx • Religion part of ideological state apparatus, reinforces ruling-class ideas, Marx, Althusser • Religion reflect interests of rich and powerful and hide the reality of proletariat exploitation by the ruling class, religion 'opium of the people'; Marx, 1844 • Religion helps prevent change through the promotion of religiosity among the working class and creation of 'false class consciousness'; Marx and Engels • Religion used to marginalise groups in society at a global level, e.g. the gay community • Religions e.g. Christianity often legitimise and justify huge inequalities in wealth and income as 'God-given'. Hinduism similarly justifies the caste system in India, This ensures acceptance of status quo; • Some neo-Marxists – less deterministic: religion can promote social change, as members of religions have relative autonomy from the ideology of the ruling class influenced by Engels' views; O'Toole, Gramsci, Gary Marx • 1960s civil rights movement; Martin Luther King in the USA - Christian, Malcom X Islam example, Lech Walesa and the Solidarity Movement in Poland.

					• Liberation theology, mix of Marxist ideology and Christianity: Latin-American countries in the 1950s and 1960s, Catholic priests actively condemned the poverty and inequality of the peasants and advocated uprisings to eradicate their impoverishment, Parkin, Maduro and Romero • Martin Luther King in the USA, Lech Walesa and the Solidarity Movement in Poland, Christian examples, Malcom X Islam example • Other reasonable response **AO2: Application** The selected knowledge should be directly specific to the question - Marxist views of the relationship between religion and social change. **AO3: Analysis and evaluation** Candidates could use opposing approaches to challenge Marxist explanations such as: • Weberianism • Functionalism • Feminism • Postmodern views Candidates are expected to discuss the weaknesses of Marxist explanations such as: • During the English Civil War, groups such as the 'Levellers' and 'Diggers', argued for the rights of working people from a religious perspective (challenging conservative/ oppressive force idea) • Neo-Marxist views on religion as a force for change could be used to evaluate Marxist views on religion as a conservative force. • Marxism underestimates secularisation in many societies, Wilson • NRMs often critical of mainstream society • Growth of fundamentalism: ideas used to help initiate global change.

					• Unlike Marxists, Weber recognised Industrial capitalism caused by many factors, including religious ideas and beliefs, not simply economic factors - more sophisticated and multi-faceted than traditional Marxist ideas. • Religion can promote social change.'The Protestant Ethic and the Spirit of Capitalism', Weber • Feminists - Marxists ignore role of religion in maintaining patriarchal control; Woodhead • Functionalist - during the Industrial Revolution, religion acted as a very positive conservative force, helping to create social solidarity and order within a rapidly changing society; Durkheim • Postmodernists criticise the relevance of traditional Marxist grand narrative ideas in 21st century regarding relationship between religion and social change. In the shift from collectivism to individualism, fixed ideologies, such as religious theodicies are distrusted. • Other reasonable response.

APPENDIX 1

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

AO1: Knowledge and understanding (6 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	**6**	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and supported by evidence.
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. There is a line of reasoning presented with some structure. The response is in the most-part relevant and supported by some evidence.
2	**2-3**	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
1	**1**	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0	**0**	No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

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

APPENDIX 2
GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11
AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	**7-8**	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 response is relevant and supported by evidence.
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. 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. The information has some relevance and is presented with limited structure. The response is supported by limited 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. 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 (4 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	**7-8**	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed, giving the response a reflective tone. The candidate may reach a critical and reasoned conclusion.
3	**5-6**	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. The candidate may reach a critical but brief conclusion.
2	**3-4**	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative.
1	**1-2**	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit evaluation is present. There is unlikely to be a conclusion.
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. There is a well-developed line of reasoning which is clear and logically structured. The response is relevant and supported by evidence.
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. There is a line of reasoning presented with some structure. The response 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. The information has some relevance and is presented with limited structure. The response is supported by limited 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. 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 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.
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. The candidate may reach a critical but brief conclusion.
2	**5-8**	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies/confusion. If present, the conclusion is likely to be summative.
1	**1-4**	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or evaluation is present. There is unlikely to be a conclusion.
0	**0**	No relevant sociological evaluation or analysis.

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Shaftesbury Road
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