OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

A Level Sociology

H580/03 Debates in contemporary society

SAMPLE MARK SCHEME

Duration: 2 hours 15 minutes

MAXIMUM MARK 105

This document consists of 36 pages

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

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5. Work crossed out:

   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks

   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

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

8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

   If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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10. For answers marked by levels of response:

    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer

    b. **To determine the mark within the level**, consider the following:

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

11. **Annotations**

Annotation	Meaning

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12. Subject-specific Marking Instructions

INTRODUCTION

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

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the 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.

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USING THE MARK SCHEME

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

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

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

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

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

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SECTION A

Question			Answer	Marks	Guidance
1		*	**With reference to the Sources, explain how social media might extend social networks.** **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. Candidates draw fully upon information from the source material and their wider knowledge. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **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. Candidates draw upon information from the source material and their wider knowledge. There is a line of reasoning presented with some structure. The information presented is in the most-part 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. Candidates may draw upon some information from the source material and / or wider knowledge. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	**9** **5 AO1 1a/1b**	This might include consideration of: • Distance – locally, nationally and internationally • Range – greater variety of social groups and cultures • Frequency – more communications to a given person or group • Ease – greater access to means of communication in more places • Quality – more detail / depth in communication • Cost – more affordable and so can communicate more • New communication technologies developing rapidly – video and social networking • Software like Facebook and LinkedIn connect people more easily • Other reasonable response. Candidates may refer to studies such as: • Marche • Turkle • Wang • Burke • Other appropriate study.

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Question			Answer	Marks	Guidance
			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 candidate may / may not draw upon information from the source material and / or wider knowledge, or the source material is simply recycled. 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 marks** No relevant knowledge or understanding. **AO2: Application** **Level 4: 4 marks** The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. The candidate has explicitly applied material both from the sources and from elsewhere. **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. The candidate has applied some material from both the sources and elsewhere.	4 AO2 1a	

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Question			Answer	Marks	Guidance
			Level 2: 2 marks The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised. The candidate has **either** made use of material from the sources **or** from elsewhere. **Level 1: 1 mark** Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance**.** **0 marks** No relevant sociological application.		
2			**With reference to the Sources, to what extent has digital social communication weakened social relationships?** **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. Candidates draw fully upon information from the source material and their wider knowledge. **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. Candidates draw upon information from the source material and their wider knowledge.	**10** **4 AO1 1a/1b**	Candidates should consider positive and negative effects. Arguments that social relationships are improved by digital social communication: • More social relationships reduces isolation • Wider range of relationships increases social networking • Easier to be in contact more frequently so maintains relationships • Supports safety and security • Improves access to other people • Other reasonable response. Arguments that social relationships are not improved by digital social communication: • Less depth in relationships • More trivial communication • Less face to face communication

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Question			Answer	Marks	Guidance
			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. Candidates may draw upon some information from the source material and / or wider knowledge. **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 candidate may / may not draw upon information from the source material and / or wider knowledge, or the source material is simply recycled. **0 marks** No relevant knowledge or understanding.		• Greater opportunity for misunderstanding • More difficult to check integrity and honesty • Body language often missing • Other reasonable response. Candidates may refer to studies such as: • Turkle • Rainey • Ellison • Megan • Woollaston • Pescosolido • Christakis • Other reasonable response.
			AO2: Application **Level 2: 2 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. The candidate has applied some material from both the source and elsewhere. **Level 1: 1 marks** The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised. The candidate has	2 AO2 1a	

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Question			Answer	Marks	Guidance
			either made use of material from the Source **or** from elsewhere. **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. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion. **Level 3: 3 marks** The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported. **Level 2: 2 marks** The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and / or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative. **Level 1: 1 mark** The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. **0 marks** No relevant sociological evaluation or analysis.	4 AO3 1/2/3	

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Question			Answer	Marks	Guidance
3			**'Digital social communication has reduced social inequality.' Evaluate this point of view.** **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. **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. **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. **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. **0 marks** No relevant knowledge or understanding.	**16** **4 AO1 1a/1b**	Arguments for an increase in social inequality: • Digital technologies for communication are expensive and only available to some social groups • Access physically may be restricted in some areas due to poor infrastructure e.g. rural and remote areas • Some training and education may be needed to exploit new technologies fully, so benefiting more educated social groups • Digital networks may be controlled, monitored and censored by powerful groups • Content of main networks may be created by a very few people with editorial control • Less developed countries have less access thereby reinforcing existing inequalities • Other reasonable response. Arguments for a decrease in social inequality: • Digital technologies for communication become cheaper and more affordable over time thereby increasing access to less wealthy groups • New technological solutions are likely to be found to overcome infrastructure issues e.g. mobile telephones in Africa • Increases access to education, training and guidance for all through informal groups, communities and online activity • More people can now create material to communicate and disseminate their own views, ideas and products • Communication is now more widespread and easier and so less easy to control by powerful groups • Social networking promotes coordination between groups to enable them to organise collectively • Protest and dissent is more easily shared and promoted to undermine powerful groups

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Question			Answer	Marks	Guidance
			AO2: Application **Level 4: 4 marks** The candidate demonstrates an excellent ability to apply relevant sociological material. The material 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 related to the question mainly implicitly and lacks focus on the question. The response may be generalised. **Level 1: 1 mark** The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance. **0 marks** No relevant sociological application.	4 AO2 1a	• Other reasonable response. Candidates may refer to studies such as: • Jurgenson • Maireder • Lim • Xie • Other reasonable response.

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Question			Answer	Marks	Guidance
			AO3: Analysis and evaluation **Level 4: 7–8 marks** The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion. **Level 3: 5–6 marks** The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported. **Level 2: 3–4 marks** The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and / or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. 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 implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. **0 marks** No relevant sociological evaluation or analysis.	8 AO3 1/2/3	

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SECTION B

Option 1: Crime and deviance

Question			Answer	Marks	Guidance
4		*	**In what ways is deviance socially constructed?** **PLEASE REFER TO APPENDIX 1**	**10** **6 AO1 1a/1b** **4 AO2 1a**	Candidates may refer to processes involving: • Imposition of values and attitudes by the powerful • Labelling • Role of opinion leaders • Moral panics • Manufacture of deviance • Role of the social group in defining deviance • Relative to culture, time and place • Role of criminal justice system in crime as a form of deviance • Other reasonable response. Candidates may refer to studies such as: • Becker • Cicourel • Young • Taylor, Walton and Young • Carrabine et al. • Abbas • Fawbert • Other reasonable response.

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Question			Answer	Marks	Guidance
5		*	**To what extent are police recorded crime figures useful in measuring patterns and trends in crime?** **PLEASE REFER TO APPENDIX 2**	**20** **8 AO1 1a/1b** **4 AO2 1a** **8 AO3 1/2/3**	Arguments for official statistics being useful: • Quantitative • Relatively reliable • Cover most of the population • Collected by the state • Can establish trends and patterns over time • Provide an estimate • Other reasonable response. Arguments for official statistics not being useful: • Lack validity • Socially constructed • Many crimes not reported • Many crimes not recorded • Dark figure • Changes in definitions and recording policies • Other reasonable response. Candidates may refer to studies such as: • Durkheim • Merton • Cicourel • Becker • Young • Atkinson • Other reasonable response.

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Question			Answer	Marks	Guidance
					Candidates may contrast and compare alternative ways of measuring crime, including: • Victim surveys • Self-report studies Candidates may draw upon different theoretical approaches to the measurement of crime.
6		*	**Outline and evaluate Marxist explanations of crime and deviance.** **PLEASE REFER TO APPENDIX 3**	**40** **16 AO1 1a/1b** **8 AO2 1a** **16 AO3 1/2/3**	Candidates may refer to various Marxist studies of crime, including: • Chambliss • Snider • Gordon • Hebdige • Taylor, Walton and Young • Slapper and Tombs • Other reasonable response. Candidates may discuss different theoretical explanations of crime and deviance, including: • Functionalism • Marxism • Neo-Marxism / radical criminology • Interactionism • Realism (left and right) • New Right • Subcultural theories • Feminism • Postmodernism.

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Question			Answer	Marks	Guidance
					Candidates are expected to discuss strengths of Marxist explanations, including: • Emphasis on structural aspects of crime • Acknowledges conflict between social groups as a cause of crime • Understands the role of power in defining crime and deviance • Stresses the economic dimension to crime and its explanation • Other reasonable response. Candidates are expected to discuss weaknesses of Marxist explanations, including: • Underestimates social action in crime • Underestimates some cultural aspects of crime • Fails to explain differences in crime rates in different capitalist countries and geographical areas • Neglects other social groups in crime e.g. gender, ethnicity, age • Other reasonable response.

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Option 2: Education

Question			Answer	Marks	Guidance
7		*	**In what ways does home background contribute to social class inequality in education?** **PLEASE REFER TO APPENDIX 1**	**10** **6 AO1 1a/1b** **4 AO2 1a**	Candidates may refer to processes involving: • Degree of parental interest in education generally • Level of experience of success and higher education by parents • Number of books and educational materials in the home • Access to enriching experience and activities • Impact of differences in language • Differences in socialisation practices, e.g. reading stories; attention etc • Differences in leisure activities • Different values and attitudes • Different housing quality • Different nutrition and health • Role models of parents in aspirations • Other reasonable response. Candidates may refer to studies such as: • Bernstein • Bourdieu • Ball • Hargreaves • Willis • Gazeley and Dunne • Attwood et al • Lucey and Walkerdine • Gewirtz • Other reasonable response.

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Question			Answer	Marks	Guidance
8		*	**To what extent are attempts to reduce ethnic inequality in education successful?** **PLEASE REFER TO APPENDIX 2**	**20** **8 AO1 1a/1b** **4 AO2 1a** **8 AO3 1/2/3**	Candidates may discuss different social policies and attempts to reduce ethnic inequality in education, including: • Additional funding e.g. EMAG • Structural changes e.g. changes to admissions policies • Curriculum enrichment e.g. mentoring and coaching; additional afterschool classes • Curriculum changes e.g. citizenship education; black history; African and Asian studies • Changes in the hidden curriculum e.g. images in text books • Changes in teaching and learning e.g. teachers as role models • Compensatory education programmes e.g. SureStart, Excellence in Cities • Improved access to employment and training for ethnic groups • Other reasonable response. Arguments for attempts being successful are: • Gap in achievement levels between white and black groups falling • Some ethnic groups achieve more highly than others • Impact of equality legislation • Fewer exclusions for ethnic groups • Reported better behaviour and motivation • Fall in unemployment for ethnic groups to 2007 • Changing attitudes to gender equality in education • Other reasonable response. Arguments for attempts being unsuccessful are: • Differential achievement still exists • Exclusions still significantly higher

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Question			Answer	Marks	Guidance
					• Access to FE / HE varies • Structural / material versus cultural factors and explanations • Influence of the school is not as strong as other factors e.g. home, peer groups and media • Schemes are not funded for long enough to have lasting effect • Differential crime rates • Other reasonable response. Candidates may refer to studies such as: • Rattansi • Kendall et al. • Ajegbo • Cunningham • Tikly et al. • Archer and Francis • Sewell • Parsons et al. • Phillips • Other reasonable response. Candidates may discuss different theoretical approaches to differential achievement, including: • Functionalism • Marxism • Interactionism • Social democratic perspective • Feminism • New Right.

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Question			Answer	Marks	Guidance
9		*	**Outline and evaluate feminist explanations of gender inequality in education.** **PLEASE REFER TO APPENDIX 3**	**40** **16 AO1 1a/1b** **8 AO2 1a** **16 AO3 1/2/3**	Candidates may refer to various feminist studies of gender inequality in education, including: • Norman • Licht and Dweck • Oakley • Stanworth • Francis • Sharpe • Mitsos and Brown • Other reasonable response. Candidates are expected to discuss strengths of feminist explanations, including: • Emphasis on structural aspects of gender inequality • Acknowledges patriarchal dimensions to education • Understands the role of power in gender inequality in education • Recognises cultural and socialisation factors • Other reasonable response. Candidates are expected to discuss weaknesses of feminist explanations, including: • Underestimates change in patterns of gender inequality in education • Tends to ignore masculinity and underachievement / educational inequality • Neglects choice about educational priorities by men and women • Neglects other social groups in educational inequality e.g. ethnicity; class; disability • Other reasonable response.

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Question			Answer	Marks	Guidance
					Candidates may discuss different theoretical explanations of crime, including: • Functionalism • Marxism • Liberal / social democratic views • Interactionism • New Right.

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Option 3: Religion, belief and faith

Question			Answer	Marks	Guidance
10		*	**In what ways does social class influence religion in society?** **PLEASE REFER TO APPENDIX 1**	**10** **6 AO1 1a/1b** **4 AO2 1a**	Candidates may refer to processes involving: • Affiliation to different religious groups, e.g. denominations, sects and cults • Type of religious expression • Access to religious hierarchies • Access to positions of power and influence in society • Legitimates social class differences and inequality • Relationship to new religious movements • Response to social inequality • Other reasonable response. Candidates may refer to studies such as: • Bruce • Maduro • Beckford • Wallis • Stark and Bainbridge • Bird • Davidson and Pyle • Lehrer • Other reasonable response. Candidates may draw upon different theoretical approaches to religion, including: • Functionalism • Marxism • Neo-Marxism • Weberianism

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Question			Answer	Marks	Guidance
					• Feminism • Phenomenological views • Postmodern views.
11		*	**To what extent are measures of religious practice an accurate representation of religious belief?** **PLEASE REFER TO APPENDIX 2**	**20** **8 AO1 1a/1b** **4 AO2 1a** **8 AO3 1/2/3**	Arguments for different measures being an accurate description of religion: • Attempts to capture different aspects or dimensions of religion and faith • May use 'official' statistics which have some reliability and can be quantified • Different measures show similar results in similar regions • Analysis of strengths of specific measures • Other reasonable response. Arguments for different measures being an inaccurate description of religion: • There are different definitions of religion • Religious belief and practice changes over time • Religious belief and practice takes many different forms • Statistical measures may change over time and in definition • Analysis of weaknesses of different measures • Other reasonable response. Candidates may refer to studies such as: • Glock and Stark • Casanova • Bruce • Brierly • Heelas • Other reasonable response.

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Question			Answer	Marks	Guidance
					Candidates may refer to debates about measurement within the secularisation debate to illustrate their responses. Candidates may draw upon different theoretical approaches to religion, including: • Functionalism • Marxism • Neo-Marxism • Weberianism • Feminism • Phenomenological views • Postmodern views.
12		*	**Outline and evaluate the view that religion causes change in society.** **PLEASE REFER TO APPENDIX 3**	**40** **16 AO1 1a/1b** **8 AO2 1a** **16 AO3 1/2/3**	Candidates may refer to various studies of religion and social change, including: • Durkheim • Weber • Marx • Parsons • Nelson • McGuire • Holm • El Saadawi • Wallis • Heelas and Woodhead • Other reasonable response. Candidates may discuss different theoretical explanations of religion and social change, including: • Functionalism • Marxism

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Question			Answer	Marks	Guidance
					• Neo-Marxism • Weberianism • Feminist • Postmodern. Candidates are expected to discuss arguments for religion creating social change, including: • Role of religious conflict in creating change • Case studies show that religion can have a revolutionary effect e.g. in Latin America with liberation theology; against apartheid in South Africa • Role of beliefs and values in shaping behaviour and influencing direction of change • Promotion of alternative beliefs and values and hybridisation of belief systems • Role of religious charismatic leaders in change, e.g. Martin Luther King; Ghandi • Other reasonable response. Candidates are expected to discuss arguments against religion creating social change, including: • Underestimates material and economic dimensions of change • Underestimates technological change • Tends to ignore problems in interpreting the impact of different religious beliefs • There are problems in separating religious influences on change from others • The difficulty of distinguishing between cause and effect • Neglects patriarchy in preventing change • Other reasonable response.

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Question			Answer	Marks	Guidance
					Candidates may refer to elements of the debate over secularisation in their responses, for example over the impact of changes in society on religion.

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 information presented is relevant and substantiated.
3	**4–5**	The candidate demonstrates a good knowledge and understanding of **either** a range of sociological material **or** some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	**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		No relevant sociological knowledge or understanding.

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AO2: Application (4 marks)

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

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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 information presented is relevant and substantiated.
3	**5–6**	The candidate demonstrates a good knowledge and understanding of **either** a range of sociological material **or** some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	**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 information 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 information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No relevant sociological knowledge or understanding.

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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		No relevant application.

AO3: Analysis and Evaluation (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and / or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative.
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.

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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 information presented is relevant and substantiated.
3	**9–12**	The candidate demonstrates a good knowledge and understanding of **either** a range of sociological material **or** some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	**5–8**	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with limited structure. The information 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 information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No relevant knowledge or understanding.

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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		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. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	9–12	The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	5–8	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and / or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. 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 tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant sociological evaluation or analysis.

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APPENDIX 4

Assessment Objectives (AO) Grid

(*includes quality of extended responses)

Question	AO1	AO2	AO3	Total
1*	5	4		9
2	4	2	4	10
3	4	4	8	16
4*, 7* & 10*	6	4		10
5*, 8* & 11*	8	4	8	20
6*, 9* & 12*	16	8	16	40
Totals	43	26	36	105

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