

Section A		Indicative content
AO1 Knowledge and Understanding		
Q1: Explain, using an example, the concept of social networks. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> a structure which allows individuals to connect to others, sharing information and forming relationships which can be face-to-face or virtual <p>Development could come from: a link to digital technology/social media and the growth of digital social networks, a link to social capital (Bourdieu), the power of social networks (Castells)</p> <p>Examples are likely to refer to the following:</p> <ul style="list-style-type: none"> examples of a digital social network, such as Facebook, Instagram, LinkedIn or Twitter, etc <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q2: Using Source A and your wider sociological knowledge, explain two arguments that support the view given in the text. (8 marks)				
4	4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported . Typically, there will be two developed points.	Arguments that support the view presented in Source A, may include: <ul style="list-style-type: none"> the negative impact on relationships, e.g., Alone Together (Turkle) negative impacts of social media, such as cyber-bullying, e.g., O’Keefe & Clarke-Pearson, Brignall online social ties tend to be weaker than face-to-face relationships (Kraut) hyperreality – more superficial (Baudrillard) the Twitter effect – social media can cause relationship breakdown (Clayton) toxic parenting (Palmer) as applied to over-reliance of social media among children/teens the disappearance of childhood (Postman) Any other reasonable point.	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material.	The selected evidence should be applied to support the view in the source. The text should be directly referred to. Examples could include: <ul style="list-style-type: none"> referring to examples relating to young people’s conversations being limited, e.g., Turkle referring to examples of the impact on relationships, e.g., Turkle, Brignall referring to examples of loss of real social interaction, e.g., Turkle, Kraut, Baudrillard referring to examples of negative effects such as cyber-bullying and stalking, e.g., O’Keefe
3	3 marks The candidate demonstrates good knowledge and understanding but it may be underdeveloped . The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		3 marks The candidate demonstrates a good ability to apply relevant sociological material.	
2	2 marks The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped . The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		2 marks The candidate demonstrates a limited ability to apply relevant sociological material.	
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.		1 mark The candidate demonstrates a basic ability to apply relevant sociological material.	
0	0 marks No relevant knowledge or understanding.		0 marks No relevant sociological application	

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q3: Explain and evaluate the view that digital social communication has reduced social inequality. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more undeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

INDICATIVE CONTENT		
Q3: Explain and evaluate the view that digital social communication has reduced social inequality. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that digital social communication has reduced social inequality. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • 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, e.g., prosumers, Jurgenson, Ritzer • Communication is now more widespread and easier and so less easy to control by powerful groups (Castells – the power of networks) • Social networking promotes coordination between groups to enable them to organise collectively, e.g., Extinction rebellion, school strikes, Black Lives Matter • Protest and dissent is more easily shared and promoted to undermine powerful groups, e.g. citizen journalism, Arab Spring, Jurgenson 	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., references to increasing access to knowledge, news and education, examples such as Black Lives Matter, Arab Spring, or studies such as Jurgenson, Castells) supports the view that digital social communication has reduced social inequality • explaining the ways in which evidence used for AO3 (e.g., references to various examples and impacts of the digital divide, references to critical views such as feminism and Marxism, muted groups) directly challenges the view that digital social communication has reduced social inequality 	<p>Arguments and evidence challenging the view that digital social communication has reduced social inequality. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • digital technologies for communication are expensive and only available to some social groups (digital divide) • access may be physically restricted in some areas due to poor infrastructure, e.g., rural and remote areas (geographical digital divide) • access may be restricted due to lack of knowledge or confidence based on age (generational digital divide, digital immigrants (Prensky)) • some training and education may be needed to exploit new technologies fully, so benefitting more educated social groups • digital networks may be controlled, monitored and censored by powerful groups (Marxist views) • content of main networks may be created by a very few people with editorial control • digital communication often targets and silences less powerful or vulnerable groups, e.g., feminist views, muted groups, online abuse • those in power may react to use of networks and technology by dissenters by reclaiming control (Joyce – the proof is in the pendulum) • less developed countries have less access thereby reinforcing existing inequalities (global digital divide) <p>Any other reasonable point.</p>

Section B – Crime and Deviance		
AO1 Knowledge and Understanding		Indicative content
Q4: Explain, using an example, the concept of white-collar crime. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> • Crime carried out by those of high status within the course of their occupation <p>Development could come from: a link to Marxist views on the unequal treatment of white-collar and blue-collar crime, the distinctions between white-collar and blue-collar crime, the link to social class/ power/ status, the lack of focus on white-collar crime in the police statistics, etc</p> <p>The example used is likely to refer to a specific type of white-collar crime, such as fraud or insider trading; specific examples may be referred to, such as Nick Leeson</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q5: Explain, using examples, two ways in which deviance is socially constructed. (8 marks)				
4	4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported . Typically, there will be two developed points.	Candidates will refer to two ways which may include: <ul style="list-style-type: none"> • imposition of values and attitudes by the powerful (Marxists) • labelling and the social construction of deviance (Becker) • role of opinion leaders/moral entrepreneurs (Becker) • moral panics (S. Cohen, Fawbert, Hall) • negotiation of justice (Cicourel) • role of the social group in defining deviance (link to subculture) • relativity of deviance by culture, time and place • role of criminal justice system defining crime/deviance (Box, Croall) Any other reasonable point.	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question. For example, explaining how the ways identified (such as the Marxist view on the imposition of values by the powerful, the interactionist view on police or media labelling or the ways in which deviance can be seen to be relative) show how deviance is socially constructed.
3	3 marks The candidate demonstrates good knowledge and understanding but it may be underdeveloped . The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		3 marks The candidate demonstrates a good ability to apply relevant sociological material.	
2	2 marks The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped . The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		2 marks The candidate demonstrates a limited ability to apply relevant sociological material.	
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.		1 mark The candidate demonstrates a basic ability to apply relevant sociological material.	
0	0 marks No relevant knowledge or understanding.		0 marks No relevant sociological application.	

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q6: Explain and evaluate the view that police recorded crime figures are useful in measuring patterns and trends in crime. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more undeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

INDICATIVE CONTENT		
Q6: Explain and evaluate the view that police recorded crime figures are useful in measuring patterns and trends in crime. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that police recorded crime figures are useful in measuring patterns and trends in crime.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • quantitative • relatively reliable • cover most of the population/representative • collected by the state • can establish trends and patterns over time • provide an estimate/starting point for sociological research • accepted by functionalists, subcultural theories, New Right, Right Realism – used as a basis for their explanations of crime <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., references to strengths of police figures such as reliability, representativeness, and usefulness as a starting point, and links to theoretical views which use them such as functionalists and subcultural theories) supports the view that police recorded crime figures are useful in measuring patterns and trends in crime • explaining the ways in which evidence used for AO3 (e.g., references to weaknesses such as lack of validity, the dark figure, police discretion, institutional racism, chivalry, and links to theoretical views which challenge the police figures such as Marxists, feminists and interactionists) directly challenges the view that police recorded crime figures are useful in measuring patterns and trends in crime 	<p>Arguments and evidence challenging the view that digital social communication has reduced social inequality.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • they lack validity • they are socially constructed • many crimes not reported • many crimes not recorded • dark figure of crime • changes in definitions and recording policies • police discretion (e.g., targets, practices such as coughing and cuffing) • institutional racism • chivalry • Marxist critique of police figures (e.g., Box, Croall) • interactionist critique of police figures (e.g., Cicourel) • feminist critique of police figures (e.g., Heidensohn) • alternative ways of measuring crime: victim surveys/self-report studies and why they may prove more useful <p>Any other reasonable point.</p>

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q7: Discuss Marxist explanations of crime and deviance. (24 marks)			
4	<p>7-8 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is developed. The information presented is accurate and fully supported. Typically, at the top of the band there will be three developed points supporting the view in the question. At the bottom of the band, two developed points, and one underdeveloped point.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three developed points challenging the view in the question. At the bottom of the band, two developed points and one underdeveloped point.</p>
3	<p>5-6 marks</p> <p>The candidate demonstrates good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be one developed point and one underdeveloped point or one well developed point.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to apply sociological material. The material is relevant but is not always explicitly related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points challenging the view in the question. At the bottom of the band there may be one developed and one underdeveloped or one well developed point.</p>
2	<p>3-4 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be two underdeveloped points supporting the view in the question or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to apply sociological material. The response may be generalised.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be two underdeveloped points challenging the view in the question, or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>
1	<p>1-2 marks</p> <p>The candidate demonstrates basic knowledge and understanding that is undeveloped. The response contains considerable inaccuracy and lacks clarity. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to apply sociological material.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be one undeveloped point challenging the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>

0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.
INDICATIVE CONTENT			
Q7: Discuss Marxist explanations of crime and deviance. (24 marks)			
AO1 Knowledge and Understanding		AO2 Application	AO3 Analysis and Evaluation
Arguments and evidence supporting Marxist explanations of crime and deviance. Examples of sociological evidence may include: <ul style="list-style-type: none"> • capitalism as criminogenic (Bonger) • crime as a rational response to capitalism (Gordon) • crime statistics as an ideological construct (Box) • studies on crimes of the powerful, including Snider, Gordon, Croall, Chambliss, Slapper & Tombs • Marxist ideas applied to crime, such as Althusser, Gramsci, Miliband • neo-Marxist/radical criminology: Hebdige; Taylor, Walton & Young; Hall; Chambliss Any other reasonable point.		The selected evidence should be directly related to the specific question. For example: <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., references to Marxists such as Bonger, Gordon, Box, Croall or Althusser and related ideas and examples) explains and supports Marxist explanations of crime • explaining the ways in which evidence used for AO3 (e.g., neglect of issues relating to gender, ethnicity or age, lack of focus on individuals/social action, and criticisms of Marxist views from other theories such as functionalism, left realism or feminism) directly challenges Marxist explanations of crime 	Arguments and evidence challenging Marxist explanations of crime and deviance. Examples of sociological evidence may include: <ul style="list-style-type: none"> • it underestimates social action in crime • it underestimates some cultural aspects of crime • it fails to explain differences in crime rates in different capitalist countries and geographical areas • it neglects other social groups in crime e.g., gender, ethnicity, age Alternative theoretical views on crime used to critique/challenge Marxist views may include: <ul style="list-style-type: none"> • functionalism • subcultural views • feminism • interactionism • Left Realism • New Right/Right Realism Any other reasonable point.

Section B - Education		Indicative content
AO1 Knowledge and Understanding		
Q8: Explain, using an example, the concept of the hidden curriculum. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> the norms and values which are taught in school, beyond the official curriculum content <p>Development could come from: theoretical views on the role of hidden curriculum, such as functionalist, Marxist or feminist ideas</p> <p>The example used is likely to refer to values such as obedience or conformity, with specific examples of how these may be promoted in schools</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q9: Explain, using examples, two ways in which cultural factors contribute to social class inequality in education. (8 marks)				
4	4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported . Typically, there will be two developed points.	Candidates will refer to two ways which may include: <ul style="list-style-type: none"> degree of parental interest in education generally, e.g., Douglas, Feinstein level of experience of success and higher education by parents impact of differences in language, e.g., Bernstein differences in socialisation practices, e.g., reading stories; attention, etc differences in leisure activities different values and attitudes, e.g., Sugarman, Bourdieu, Feinstein role models of parents affecting aspirations Any other reasonable point.	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question. For example, explaining how the ways identified (such as degree of parental interest, differences in language or differences in values and attitudes) show how cultural factors contribute to social class inequality in education.
3	3 marks The candidate demonstrates good knowledge and understanding but it may be underdeveloped . The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		3 marks The candidate demonstrates a good ability to apply relevant sociological material.	
2	2 marks The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped . The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		2 marks The candidate demonstrates a limited ability to apply relevant sociological material.	
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.		1 mark The candidate demonstrates a basic ability to apply relevant sociological material.	
0	0 marks No relevant knowledge or understanding.		0 marks No relevant sociological application.	

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q10: Explain and evaluate the view that attempts to reduce ethnic inequality in education have been successful. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more undeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

INDICATIVE CONTENT		
Q10: Explain and evaluate the view that attempts to reduce ethnic inequality in education have been successful. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that attempts to reduce ethnic inequality in education have been successful. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • 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., multicultural education (Swann Report), citizenship education; black history month; African and Asian studies • changes in the hidden curriculum e.g., images in textbooks • changes in teaching and learning e.g., teachers as role models • compensatory education programmes e.g., SureStart, Excellence in Cities, Generating Genius (Sewell) • improved access to employment and training for ethnic groups • gap in achievement levels between white and black groups falling • some ethnic groups achieve more highly than others (Archer) • impact of equality legislation • falling exclusions for ethnic groups <p>Candidates may discuss different theoretical approaches to differential achievement, including:</p> <ul style="list-style-type: none"> • functionalism • social democratic perspective • New Right <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., examples of policies and programmes which have had an impact, evidence of achievement for some ethnic groups, theories such as functionalism) supports the view that attempts to reduce ethnic inequality in education have been successful • explaining the ways in which evidence used for AO3 (e.g., evidence of continuing ethnic inequalities, ineffectiveness of previous policies, theories such as social democratic and Marxist views) directly challenges the view that attempts to reduce ethnic inequality in education have been successful 	<p>Arguments and evidence challenging the view that that attempts to reduce ethnic inequality in education have been successful. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • differential achievement still exists (Davidson & Alexis, Gillborn & Youdell) • exclusions still significantly higher (Gillborn) • lack of commitment to anti-racist education (Gillborn) • access to FE/HE varies (UCAS research) • 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 (Sewell) • schemes are not funded for long enough to have lasting effect • marketisation in education does not help those from underachieving minority ethnic backgrounds (Weekes-Bernard) <p>Any other reasonable point.</p> <p>Candidates may discuss different theoretical approaches to differential achievement, including:</p> <ul style="list-style-type: none"> • Marxism • interactionism • social democratic perspective <p>Any other reasonable point.</p>

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q11: Discuss feminist explanations of gender inequality in education. (24 marks)			
4	<p>7-8 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is developed. The information presented is accurate and fully supported. Typically, at the top of the band there will be three developed points supporting the view in the question. At the bottom of the band, two developed points, and one underdeveloped point.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three developed points challenging the view in the question. At the bottom of the band, two developed points and one underdeveloped point.</p>
3	<p>5-6 marks</p> <p>The candidate demonstrates good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be one developed point and one underdeveloped point or one well developed point.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to apply sociological material. The material is relevant but is not always explicitly related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points challenging the view in the question. At the bottom of the band there may be one developed and one underdeveloped or one well developed point.</p>
2	<p>3-4 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be two underdeveloped points supporting the view in the question or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to apply sociological material. The response may be generalised.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be two underdeveloped points challenging the view in the question, or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>
1	<p>1-2 marks</p> <p>The candidate demonstrates basic knowledge and understanding that is undeveloped. The response contains considerable inaccuracy and lacks clarity. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to apply sociological material.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be one undeveloped point challenging the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>

0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.
INDICATIVE CONTENT			
Q11: Discuss feminist explanations of gender inequality in education. (24 marks)			
AO1 Knowledge and Understanding		AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting feminist explanations of gender inequality in education.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • emphasis on structural aspects of gender inequality (Stanworth) • acknowledgement of patriarchal dimensions to education (Stanworth, Spender, Mitsos and Browne) • the role of power in gender inequality in education (Spender) • subject choice (Skelton, Blinkenstaff) • gendered curriculum • cultural and socialisation factors (Oakley, Sharpe, Skelton & Francis) • recent issues such as hyper-femininity (Archer) and the sexualisation of interactions in school (OfSTED report 2021) <p>Any other reasonable point.</p>		<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., concepts such as gendered curriculum, patriarchy, hyper-femininity, studies such as Spender, Stanworth, Skelton & Francis) explains and supports feminist explanations of gender inequalities in education • explaining the ways in which evidence used for AO3 (e.g., changes in educational achievement and participation of girls, concepts such as feminisation of education, genderquake, crisis of masculinity, and educational inequalities based on social class and ethnicity) directly challenges feminist explanations of gender inequalities in education 	<p>Arguments and evidence challenging feminist explanations of gender inequality in education. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • underestimates change in patterns of gender inequality in education, e.g., genderquake • tends to ignore masculinity and underachievement/educational inequality, e.g., crisis of masculinity • neglects choice about educational priorities by men and women, e.g., subject choice • ignores the feminisation of education and schemes to boost female involvement in STEM subjects • neglects other social groups in educational inequality, e.g., ethnicity, class, disability <p>Alternative theoretical views on inequality in education used to critique/challenge feminist views may include:</p> <ul style="list-style-type: none"> • functionalism • Marxism • liberal/social democratic views • interactionism • New Right <p>Any other reasonable point.</p>

Section B – Religion, belief and faith		
AO1 Knowledge and Understanding	Indicative content	
Q12: Explain, using an example, the concept of secularisation. (4 marks)		
Explanation	Example	<p>Note: the development and example may overlap in responses to this question, and discretion can be applied relating to how different content is credited.</p> <p>Explanation/core meaning:</p> <ul style="list-style-type: none"> the process of religious practice and belief declining <p>Development could come from: an explanation of evidence which supports the secularisation thesis, a recognition that this is a contested idea and not supported by all data/applicable to all countries/cultures, studies which support the secularisation thesis</p> <p>The example used is likely to refer to specific evidence of the decline in church attendance and/ or identification with a religion in the UK, and/or related studies such as those by Bruce, Wilson, Stark & Bainbridge</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q13: Explain, using examples, two ways in which social class influences religion in society. (8 marks)				
4	4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported . Typically, there will be two developed points.	Candidates will refer to two ways, which may include: <ul style="list-style-type: none"> • affiliation to different religious groups based on social class, e.g., denominations, sects and cults • access to religious hierarchies • access to positions of power and influence in society • religion legitimises social class differences and inequality • relationship of social class to new religious movements (Stark and Bainbridge) • religion as a response to social inequality (Maduro, Weber, Marx, Theos) Any other reasonable point. Candidates may draw upon different theoretical approaches to religion, including: <ul style="list-style-type: none"> • Marxism • neo-Marxism • Weberian views 	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question. For example, explaining how the ways identified (such as the relevance of social class to affiliation to different religious groups or movements, Marxist views on how religion can legitimise social class inequality or ways in which religion can be a response to social class inequality) show how social class influences religion in society.
3	3 marks The candidate demonstrates good knowledge and understanding but it may be underdeveloped . The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		3 marks The candidate demonstrates a good ability to apply relevant sociological material.	
2	2 marks The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped . The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		2 marks The candidate demonstrates a limited ability to apply relevant sociological material.	
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.		1 mark The candidate demonstrates a basic ability to apply relevant sociological material.	
0	0 marks No relevant knowledge or understanding.		0 marks No relevant sociological application.	

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q14: Explain and evaluate the view that measures of religious practice provide an accurate representation of religious belief. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more undeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

INDICATIVE CONTENT		
Q14: Explain and evaluate the view that measures of religious practice provide an accurate representation of religious belief. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that measures of religious practice provide an accurate representation of religious belief. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • attempts to capture different aspects or dimensions of religion and faith • may use 'official' statistics which have some reliability and can be quantified (Gallup poll) • different measures showing similar results in similar regions (Perfect) • debates about measurement within the secularisation debate (Wilson, Bruce) • theoretical approaches, which may include functionalism <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., the use of official statistics on religious practice as quantifiable and reliable, the similarity of results produced using different measures (Perfect), functionalist views) supports the view that measures of religious practice provide an accurate representation of religious belief • explaining the ways in which evidence used for AO3 (e.g., the difficulty of measuring the changing nature and different dimensions of religious belief, difficulties in measuring 'believing without belonging' (Davie), issues of validity, theoretical views such as postmodernism or phenomenology) directly challenges the view that measures of religious practice provide an accurate representation of religious belief 	<p>Arguments and evidence challenging the view that measures of religious practice provide an accurate representation of religious belief. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • there are different definitions of religion (Smart's 7 dimensions) • religious belief and practice changes over time • religious belief and practice take many different forms (Davie, Heelas, Cornwall et al, Heelas & Woodhead) • statistical measures may change over time and in definition (BRIN, Day) • analysis of weaknesses of different measures • issues of validity of quantitative data • debates about measurement within the secularisation debate (Davie) • theoretical approaches, which may include postmodernism, phenomenology, feminism <p>Any other reasonable point.</p>

A Level Sociology Paper 3 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q15: Discuss the view that religion causes change in society. (24 marks)			
4	<p>7-8 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is developed. The information presented is accurate and fully supported. Typically, at the top of the band there will be three developed points supporting the view in the question. At the bottom of the band, two developed points, and one underdeveloped point.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three developed points challenging the view in the question. At the bottom of the band, two developed points and one underdeveloped point.</p>
3	<p>5-6 marks</p> <p>The candidate demonstrates good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be one developed point and one underdeveloped point or one well developed point.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to apply sociological material. The material is relevant but is not always explicitly related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points challenging the view in the question. At the bottom of the band there may be one developed and one underdeveloped or one well developed point.</p>
2	<p>3-4 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be two underdeveloped points supporting the view in the question or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to apply sociological material. The response may be generalised.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be two underdeveloped points challenging the view in the question, or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>
1	<p>1-2 marks</p> <p>The candidate demonstrates basic knowledge and understanding that is undeveloped. The response contains considerable inaccuracy and lacks clarity. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to apply sociological material.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be one undeveloped point challenging the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>

A Level Sociology Paper 3 Mark Scheme (Draft)

0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.
INDICATIVE CONTENT			
Q15: Discuss the view that religion causes change in society. (24 marks)			
AO1 Knowledge and Understanding		AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that religion causes change in society. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> the view that religion is/ can be a force for change: Weberian views, neo-Marxism views 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 (Maduro), 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, Gandhi <p>Any other reasonable point.</p>		<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> explaining the ways in which evidence used for AO1 (e.g., the role of beliefs and values, or charismatic religion leaders in change, Weberian and neo-Marxist views of the link between religion and change) supports the view that religion causes change in society explaining the ways in which evidence used for AO3 (e.g., arguments and evidence to show that religion is a conservative force, links to theories such as Marxism and functionalism) directly challenges the view that religion causes change in society 	<p>Arguments and evidence challenging the view that religion causes change in society. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> the view that religion is a conservative force which prevents change (Marxism, functionalism, feminism) 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 <p>Any other reasonable point.</p>