
SOCIOLOGY

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Paper 3 Social Inequality and Opportunity

May/June 2018

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	<p>Explain the view that the culture within schools disadvantages working class pupils.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss the role of schools in general, with no further development, would be worth up to 2 marks. A few simple points about why the culture within schools may disadvantage working class pupils would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few ways in which the culture within schools may disadvantage working class pupils would be worth up to 7 marks. To go higher, the accounts would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of Willis, Mac An Ghail, Hargreaves, Ball, Bourdieu, though the links may be implicit. Concepts that might be used in a high scoring answer include pupil sub-cultures, streaming, labelling, self-fulfilling prophecy, correspondence theory.</p>	9

Question	Answer	Marks
1(b)	<p>‘Cultural deprivation is the main reason why educational achievement is low among some minority ethnic groups.’ Assess this view.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the educational achievement of minority ethnic groups, with no links to cultural deprivation, would be worth up to 3 marks. An account of what cultural deprivation means in relation to educational achievement, with little or no reference to minority ethnic groups, would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between ethnicity and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about the possible relationship between cultural deprivation and the educational achievement of minority ethnic groups would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between cultural deprivation and the educational achievement of minority ethnic groups. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different explanations of the educational achievement levels of minority ethnic groups. To go higher, the assessment must be directly focused on the issue of whether cultural deprivation is the main reason for why educational achievement is low among some minority ethnic groups. Good answers will consider a range of reasons why educational achievement may be low among some minority ethnic groups. High quality answers may also include references to relevant studies and theories, perhaps distinguishing between cultural and structural explanations of differences in educational achievement levels.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
2(a)	<p>Explain how pupil sub-cultures may influence levels of educational achievement.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss inequality in educational achievement, with no further development, would be worth up to 2 marks. A few simple points about how pupil sub-cultures may influence levels of educational achievement would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few ways in which pupil sub-cultures may influence levels of educational achievement would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of Hargreaves, Lobban, Ball, Willis, Mac An Ghaill, Gillborn, Nash, Bourdieu, though the links may be implicit. Concepts that might be used in a high scoring answer include labelling, self-fulfilling prophecy, status messages, cultural capital.</p>	9

Question	Answer	Marks
2(b)	<p>‘Gender is more important than social class in determining educational achievement’. Assess this view.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about educational achievement, with no links to gender and social class, would be worth up to 3 marks. A simple account of how gender may influence educational achievement would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between gender/social class and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about how gender may influence educational achievement would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points, including some reference to social class as well as gender influences on educational achievement. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between gender/social class and educational achievement. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the factors that influence educational achievement. To go higher, the assessment must be directly focused on the issue of whether gender is more important than social class in determining which pupils succeed academically. Good answers may refer to evidence and/or studies of the relative importance of gender and social class in determining educational achievement. There may also be a discussion of the difficulties of distinguishing the relative influences of gender and class on educational achievement.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
3(a)	<p>Explain the factors that lead to high levels of international migration.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define international migration, with no further development, would be worth up to 2 marks. A few simple points about the factors that lead to high levels of international migration would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of some factors that lead to high levels of international migration would be worth up to 7 marks. To go higher, the accounts would have to be more detailed and/or cover a wider range of points. Good answers are likely to discuss both economic and cultural/social factors leading to high levels of international migration. Concepts that might be used in a high scoring answer include social mobility, economic opportunity, push and pull factors, global village, core-periphery, globalisation.</p>	9

Question	Answer	Marks
3(b)	<p>‘In order to overcome poverty in developing societies, there should be greater access to education’. Assess this view.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about poverty, with no links to education, would be worth up to 3 marks. An account of the difficulties of achieving access to education in developing societies, with no further development, would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between ethnicity and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about how poverty might be overcome through greater access to education would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between poverty and access to education. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different theories of poverty. To go higher, the assessment must be directly focused on whether poverty in developing societies could be overcome through providing greater access to education. Good answers may consider a range of factors that contribute to poverty and consider the impact of education in addressing these factors. High quality responses may distinguish between cultural and structural explanations of poverty, and good use could be made of links to different theories of development.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
4(a)	<p>Explain how government corruption may be an obstacle to development.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss what is meant by government corruption, with no further development, would be worth up to 2 marks. A few simple points about how government corruption may be an obstacle to development would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few ways in which government corruption may be an obstacle to development would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers use references to appropriate evidence or examples of government corruption. Different ways in which government corruption may be an obstacle to development may also be considered in high quality answers. Examples of how government corruption may be an obstacle to development include discouragement to business and enterprise, loss of private and public revenues due to money extorted by corrupt officials and moved overseas, and a possible deterrent to potential overseas investors in the country.</p>	9

Question	Answer	Marks
4(b)	<p>Assess the contribution of international aid agencies to the development process.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about international aid, with no further development, would be worth up to 3 marks. An account of different international aid agencies, with no further links to the question, would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between international aid agencies and the development process. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about how international aid agencies may contribute to development would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between international aid agencies and the development process. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the factors that influence development. To go higher, the assessment must be directly focused on the contribution of international aid agencies to development. Good answers may include references to the work of particular aid agencies or examples of development projects delivered through such agencies. High quality responses may also draw links to relevant theories of development in assessing the contribution of international aid agencies.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
5(a)	<p>Explain how post-modernist ideas have contributed to the study of the media.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss the study of the media in general, with no further development, would be worth up to 2 marks. A few simple points about post-modernist ideas in relation to the media would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of how post-modernist ideas have contributed to the study of the media would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on different post-modernist concepts/theories of the media. Concepts that might be used in a high scoring answer include discourse, media representation, simulacra, deep structures, metanarratives, hyper-reality.</p>	9

Question	Answer	Marks
5(b)	<p>Assess the uses and gratifications model of media influence.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about media influence, with no links to the uses and gratifications model of media influence, would be worth up to 3 marks. A simple account of the uses and gratifications model would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between ethnicity and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about the uses and gratifications model would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the uses and gratifications model of media influence. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different models of media influence. To go higher, the assessment must be directly focused on identifying the strengths and limitations of the uses and gratifications model. Good answers may make effective use of other models of media influence to highlight the pros and cons of the uses and gratifications models. High quality responses might also use evidence from studies to illustrate and analyse the uses and gratifications model.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
6(a)	<p>Explain the difficulties in researching the effects of the media on audiences.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss the effects of the media on audience, with no further development, would be worth up to 2 marks. A few simple points about the difficulties in researching the effects of the media on audiences would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few difficulties in researching the effects of the media on audiences would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers may refer to different methods for studying the media, such as content analysis, experiments, and semiotics. Concepts that might be used in a high scoring answer include symbolism, media literacy, conventional effect research, models of media influence, quantitative and qualitative research.</p>	9

Question	Answer	Marks
6(b)	<p>‘The media reflect the interests of all groups in society equally.’ Assess this view.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the role of the media, with no clear links to the question, would be worth up to 3 marks. A simple account of whose interests are served by the media would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the pluralist notion that the media reflect the interests of all groups in society. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about the pluralist theory of the media would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the idea that the media reflect the interests of all groups in society equally. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the role of the media. To go higher, the assessment must be directly focused on analysing the veracity of the pluralist claim that the media reflect the interest of all groups in society equally. Good answers may refer to studies of media influence, such as the work of Stuart Hall and the Glasgow Media Group. High quality responses might also include appropriate links to different theories of the media, including the Marxist, feminist, pluralist and post-modernist accounts.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
7(a)	<p>Explain how religion contributes to social cohesion.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define what is meant by social cohesion, with no further development, would be worth up to 2 marks. A few simple points about how religion contributes to social cohesion would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few ways in which religion contributes to social cohesion would be worth up to 7 marks. To go higher, the accounts would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the functionalist theory of religion, though the links may be implicit. Concepts that might be used in a high scoring answer include collective conscience, ritual, totemism, sacred and profane, social capital.</p>	9

Question	Answer	Marks
7(b)	<p>‘Women have little power and authority within religious organisations’. Assess this view.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the position of women in society generally, with no links to religious organisations, would be worth up to 3 marks. A simple account of the role of women in religious organisations would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the position of women within religious organisations. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about the position of women within religious organisations would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the position of women within religious organisations. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different theories of the position of women within religious organisations. To go higher, the assessment must be directly focused on analysing the claim that women have little authority and power within religious organisations. Good answers may distinguish between the position of women within different religious organisations and perhaps discuss how far, if at all, the position of women has changed in recent years. High quality answers might also distinguish between different groups of women (ethnic groups, social class, age) and/or make appropriate links to different strands of feminist theory and other theories of religion.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16

Question	Answer	Marks
8(a)	<p>Explain how interactionist ideas have contributed to the study of religion.</p> <p>0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss the interactionist perspective, with no further development, would be worth up to 2 marks. A few simple points about the interactionist theory of religion would fit the upper part of the band.</p> <p>5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few features of the interactionist theory of religion would be worth up to 7 marks. To go higher, the accounts would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of interactionists such as Weber, Luckmann, Miller, Wuthnow, Berger, though the links may be implicit. Concepts that might be used in a high scoring answer include meaning and significance, common cultures, symbolic order, identity.</p>	9

Question	Answer	Marks
8(b)	<p>‘The social significance of religion declines as societies modernise’. Assess this view.</p> <p>0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the role of religion, with no direct links to the question, would be worth up to 3 marks. An account of what is meant by the social significance of religion, with no further development, would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between ethnicity and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about why the social significance of religion might decline as societies modernise would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the debate about whether the social significance of religion declines as societies modernise. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different contributions to the secularisation debate. To go higher, the assessment must be directly focused on analysing the claim that the social significance of religion declines as societies modernise. Good answers will demonstrate a good grasp of the different contributions to the secularisation debate. There will also be a sound understanding of why the social significance of religion may decline as societies modernise. High quality answers might also distinguish between different religions and use evidence and/or examples to illustrate key arguments.</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.</p>	16