**Example questions for Component 3 Section A**

Exam paper 2 hours 15 mins (135 mins) 105 marks in total

**Section A: 35 marks: 45 mins** (including reading/ interpreting the source)

Q1 9 marks (5+4) (10 mins)

Technique:

AO1: Range of sociological material; the material is generally accurate and detailed; a well-developed line of reasoning which is clear and logically structured; response draws fully upon information from the source material and wider knowledge, the information presented is relevant and substantiated.

AO2: Explicitly applies material both from the source and from elsewhere. Material is consistently and frequently related to the question

At least 3 points, supported with evidence (studies, concepts, statistics, examples), using both sources (or one if specified)

Specimen:

1. With reference to the Sources, explain how social media might extend social networks. [9]\*

Q2 10 marks (4+2+4) (12 mins)

Technique:

AO1: Range of sociological material; the material is generally accurate and detailed; a well-developed line of reasoning which is clear and logically structured; response draws fully upon information from the source material and wider knowledge, the information presented is relevant and substantiated.

AO2: Applies material both from the source and from elsewhere. Material is related to the question

AO3: 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.

Range and depth – at least 3 developed points made, supported with evidence. Evaluation also requires range and depth, and should be sustained. Needs a conclusion.

Specimen:

2 With reference to the Sources, to what extent has digital social communication weakened social relationships? [10]

**Example questions 1 and 2 with sources:**

Example 1:

Source A:

Stuart Hall (1991) suggested that countries may display 3 different reactions to globalisation:

1. They may accept a Global Culture, and all countries will become more similar, which he referred to as *“Cultural Homogenisation”*
2. They may take in some parts of Global Culture alongside their more traditional culture, and develop a new, but still individual culture, which he called “*Cultural Hybridity”*
3. They may resist Global culture and fiercely protect their cultural heritage, becoming more traditional and Nationalistic, which he called “*Cultural Resistance”*

Arguably, there is evidence that all three of these responses are happening in different countries around the world, and in the UK.

*Source: OCR A Level Sociology Book 1 (Hodder)*

Source B:

Developments in digital forms of communication impact on globalization in various ways:

1. Time-space compression: Reducing the time taken to cross space
2. Time-space distanciation: social relationships are disconnected from issues of time and space
3. Impacts on culture: the movement of ideas, values, attitudes may lead to a loss of cultural distinctiveness. This has led to concerns about ‘cultural imperialism’.
4. With reference to the Sources, explain how digital communication may impact on globalisation. [9]
5. With reference to the Sources, discuss the view that digital communication has a negative effect on local communities. [10]

Example 2:

Source A:

Women have been found to be more likely to use social media to share content, but less likely to take a public standpoint on an issue, which may explain the greater presence of women in media sharing applications such as Facebook, whereas men tend to have more presence on verbal sharing media such as Twitter.

This may be related to the unfavorable responses women get to their comments, purely on the basis of their gender, suggesting that there is much misogyny in social media. Pornography, e-mail harassment, “flaming” (abusive or obscene language), and cyber-stalking are some of the issues faced by women. Journalist Martin Belam set up a spoof Twitter account and found that when posting as a ‘female’, the account received much more abusive and negative responses than when posting as a ‘male’. In 2013, presenter and academic Mary Beard experienced a torrent of abuse on Twitter, much of it sexualized, after an appearance of Question Time.

Source B:

By removing the barriers of distance and geography, sites like Facebook, Twitter, Tumblr, and Instagram have made activism easier than ever, facilitating public dialogues and creating a platform for awareness and change.

In 2015, women protested superficial red carpet questions female actors are asked at awards shows [by using the hashtag #askhermore](http://www.theguardian.com/film/2015/feb/23/reese-witherspoon-talks-up-askhermore-on-the-oscars-red-carpet). The hashtag trended in the lead-up to this year’s Academy Awards, and red carpet reporters mentioned the hashtag on air during the show and asked actresses some of the more substantial questions suggested on Twitter.

“[Hashtag activism](http://www.nytimes.com/2012/03/26/business/media/hashtag-activism-and-its-limits.html)” is a term that has been much [maligned](http://www.buzzfeed.com/krystieyandoli/do-hashtags-count-as-activism#.nybq5mLyv), but it has been effective at pressuring politicians and companies to change. Now, many institutions diligently monitor social media conversations about themselves.

Adapted from ‘How social media is changing the feminist movement’, Chittal, N. 2015 MSNBC website

1. With reference to the Sources, explain how digital forms of communication can have an impact on conflict and change. [9]
2. With reference to the Sources, discuss feminist interpretations of the impact of global digital communication. [10] – alter this question - no theory until q3.

Q3 16 marks (4+4+8) (20 mins)

Technique:

AO1: Excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. The information presented is relevant and substantiated

AO2: The material is consistently and frequently related to the question.

AO3: 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.

Range and depth – at least 3 developed points made, supported with evidence. Evaluation also requires range and depth, and should be sustained. Needs a conclusion.

Specimen:

3. ‘Digital social communication has reduced social inequality.’ Evaluate this point of view. [16]

Other examples:

1. Discuss theoretical views on the developments in digital forms of communication.
2. Discuss ways in which digital communication has been a force for conflict and change.
3. ‘The positive impacts of developments in digital forms of communication outweigh any negative ones’. Assess this argument.
4. Evaluate the impact of digital communication on people’s identities.
5. Outline and assess the view that digital communication is leading to global homogenisation.

**Component 3 Section B: 70 marks: 90 mins?**

Q4/ 7/ 10 - 10 marks (6+4) (15 mins)

Technique:

AO1: Range of sociological material; the material is generally accurate and detailed; a well-developed line of reasoning which is clear and logically structured; the information presented is relevant and substantiated.

AO2: The material is consistently and frequently related to the question.

At least 3 points, supported with evidence (studies, concepts, statistics, examples)

CRIME & DEVIANCE

4. In what ways is deviance socially constructed? [10]\*

Other examples:

1. In what ways can crime and deviance be seen as relative?
2. Describe ways in which crime can be measured.
3. Outline patterns of offending and victimization in relation to social class/ ethnicity/ gender/ age.
4. Outline some of the issues relating to global organized crime/ green crime.
5. In what ways can crime be reduced?

EDUCATION

7. In what ways does home background contribute to social class inequality in education? [10]\*

Other examples:

1. In what ways can it be argued that there is a relationship between education and work.
2. Describe some of the Government policies aimed at raising standards since 1988.
3. Outline some of the global disparities in educational provision.
4. Outline some of the issues relating to the global ‘gender apartheid’ in education.
5. Outline patterns of differential educational achievement in relation to social class/ ethnicity/ gender.

RELIGION, BELIEF AND FAITH

10. In what ways does social class influence religion in society? [10]\*

Other examples:

1. Describe ways in which religiosity can be measured
2. Outline different types of religious institutions and movements.
3. Outline patterns of belief and faith in relation to social class/ gender/ ethnicity/ age.
4. Describe some of the changes in the significance of religion in societies.
5. Outline some of the differences in the significance of religion between societies

Q5/ 8/ 11 - 20 marks (8+4+8) (25-30 mins)

Technique:

AO1: 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

AO2: The material is consistently and frequently related to the question.

AO3: 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.

Range and depth – at least 3 developed points made, supported with evidence. Evaluation also requires range and depth, and should be sustained. Needs a conclusion.

CRIME & DEVIANCE

5. To what extent are police recorded crime figures useful in measuring patterns and trends in crime? [20]\*

Other examples:

1. Discuss the view that crime and deviance take place within subcultures.
2. To what extent is offending related to ethnicity/ social class/ gender/ age.
3. Assess interactionist explanations for deviance
4. Evaluate right wing policies for the reduction of crime

EDUCATION

8. To what extent are attempts to reduce ethnic inequality in education successful? [20]\*

Other examples:

1. Discuss the view that recent educational policies have increased equality and equality of opportunity in education.
2. To what extent are cultural factors responsible for educational inequality in relation to social class/ ethnicity/ gender?
3. Assess feminist explanations for differential educational achievement in relation to gender.
4. Evaluate the influence of the New Right on educational policy.

RELIGION, BELIEF AND FAITH

11. To what extent are measures of religious practice an accurate representation of religious belief? [20]\*

Other examples:

1. Discuss the view that the power and influence of religion in society is declining.
2. To what extent can religion be seen as playing a positive role in society?
3. Assess postmodernist views on the role of religion in today’s society.
4. Evaluate neo-Marxist views on the relationship between religion and social change.

Q6/ 9/ 12 - 40 marks (16+8+16) (45-50 mins)

Technique:

AO1: 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

AO2: The material is consistently and frequently related to the question.

AO3: 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.

Range and depth – at least 3 developed points made, supported with evidence. Evaluation also requires range and depth, and should be sustained. Needs a conclusion.

The same as for a 20 mark question – greater range, greater depth for both AO1 and AO3

CRIME & DEVIANCE

6. Outline and evaluate Marxist explanations of crime and deviance. [40]\*

Other examples:

1. Explain and assess functionalist explanations of crime and deviance.
2. Outline and evaluate sociological explanations for patterns of crime and deviance in relation to social class/ age/ gender/ ethnicity.
3. Outline and assess the view that the official crime statistics are the best way of measuring crime.
4. Explain and evaluate left wing policies aimed at reducing crime.

EDUCATION

9. Outline and evaluate feminist explanations of gender inequality in education. [40]\*

Other examples:

1. Explain and assess functionalist views on the role of education.
2. Outline and evaluate the importance of school factors as an explanation of differential educational achievement in relation to ethnicity/ gender/ social class.
3. Outline and assess Marxist explanations of the relationship between education and work.
4. Explain and evaluate the impact of educational policies on competition diversity and choice within schools.

RELIGION, BELIEF AND FAITH

12. Outline and evaluate the view that religion causes change in society. [40]\*

Other examples:

1. Explain and assess Marxist views on the role of religion.
2. Outline and evaluate the view that the rise in religious fundamentalism is a sign of religious revival.
3. Explain and evaluate Weberian views on the role of religion.
4. Outline and assess the view that for most people religion is about believing without belonging.

**Component 3 Section B: Example 10-mark responses:**

**CRIME AND DEVIANCE**

Outline some of the issues relating to global organized crime [10]

One issue relating to global organized crime is its definition. It is usually seen as criminal activities which cross international boundaries, and which are carried out by organized gangs or networks. This term includes many different activities, such as international drug and people trafficking and arms trading, but can also include cyber-crime and even government corruption. It can be carried out by very large scale organisations, or by smaller gangs cooperating between countries.

Another issue is that because it crosses borders, it is difficult to police and even to measure. It is estimated that it may be worth $870 billion in the USA alone, but these estimates are hard to prove because by its nature, global organized crime operates in the ‘shadow economy’, and if it is not exposed it cannot be accurately measured. Gastrow argues that organized crime today runs less like the stereotypical mafia, and much more like an international business, which often has links to more legitimate businesses and even governments, which may help cover its tracks.

Policing organized crime requires international cooperation, but differences in laws between countries makes enforcement very difficult. Castells argues that organized crime networks cooperate with each other, like multi-national companies, in order to minimise risks and maximise profits. However, it is also argued that local crime networks operate differently, so that the international drug trade, for example may look different in South American counties compared to Africa, due to cultural, political and legal differences. This local impact on a global issue is referred to as glocalisation.

**EDUCATION**

Outline some of the issues relating to the global ‘gender apartheid’ in education.

The term gender apartheid in education refers to the way in which women and girls are denied access to equal education in some countries. For example, in Yemen, 92% of girls don’t complete primary school, double the figure for boys. One issue to be considered when discussing gender apartheid is that Western criticisms could be accused of being ethnocentric, judging from our own views on equality, and ignoring cultural differences. For example, in some countries, girls may be expected to marry younger, take on domestic responsibilities, and there are also cultures which believe that girls should not be educated. This has recently been the case in parts of the Middle East where groups such as ISIS and the Taliban are strongly against the education of females.

Another issue is that it’s difficult to measure gender inequality in education provision between countries. Levels of literacy is one measure, or enrolment in education for boys and girls at different ages. This measure shows that Western counties tend to have gender parity. But these measures may not be based on accurate data in all countries, and even if they are enrolled in education, girls in some countries may be taught different things.

Another issue is the impact of gender apartheid in education on the future lives of women, in terms of health, life expectancy and income for example. VSO data on Africa suggests that a girl who receives an education is 3 times less likely to get HIV and AIDS. Additionally, an extra year of secondary school can increase a woman’s wages by 15-25%. However, even in the West, though girls often do better than boys in education, they still earn less on average than men in the workforce, and this is also true in developing countries.

**RELIGION, BELIEF AND FAITH**

Outline some of the differences in the significance of religion between societies

Religion is often seen as declining in significance in most Western societies. However, according to a 2015 Gallup survey, 63% of people worldwide say they are religious, that figure is over 80% in Africa and the Middle East. In the USA religion also has more significance than in other similar Western democracies. It consistently shows high statistics for religious belief and religious practice, and little evidence of decline, contrary to the decline in church attendance within the UK and in some European countries.

Casanova argues that religion continues to have a significant influence on social and political life in many countries and that this is actually increasing – referred to as the deprivatisation of religion. The growing pro-life stance of the Republican Party in the USA could be an example of this. Additionally many global conflicts can be traced to religious differences, suggesting a continuing significance in many countries.

The global picture suggests a resurgence in the significance of different religion in various parts of the world and a growth of religious fundamentalism. The Taliban, which still exercises power in parts of Pakistan and Afghanistan, is an Islamic fundamentalist political group. There are also some countries in which the State and religion are still officially linked, and the legal system is backed by religious ideas, whereas in the UK religion is separate from the legal system. For example, Sharia Law, based on Islamic teachings, is followed by the State in Iran. A recent example was a man sentenced to have his eye gouged out because he unintentionally blinded someone, in a literal application of Sharia Law.

**Jenkins, Andrew Kevin (2008) Age discrimination in hotel workplaces**

**Methods:**

Interviews were held with ten Human Resource Managers, five in the ROI and five in the UK. All Human Resource managers worked for the same international hotel chain, purposively selected as it was deemed to be “typical”. All Human Resource managers were white females, and none was aged 50 or above. Semi-structured interviews were undertaken. On average, interviews lasted approximately an hour. In reporting the findings, each manager was given a fictitious first name.

**Findings:**

The study uncovered little evidence to suggest that older workers are experiencing direct discrimination. However, there was evidence of indirect discrimination against older employees.

Recruitment: interviews with Human Resource managers revealed a number of policies and practices which may, potentially, be discriminatory towards older workers:

* The company website proved to be a popular method used in the recruitment for all positions in the UK and Ireland. This may place older people at a disadvantage as internet access, computer ownership and computer skills tend to be lower amongst older people.
* Human Resource managers stated that colleges were an important source of recruitment for their properties, particularly in relation to the recruitment of casual staff. Again this may disadvantage older applicants as an overwhelming majority of students at colleges and universities in Ireland and the UK are under the age of twenty-one.
* The use of word of mouth recruitment could, potentially, disadvantage older people as existing hospitality workers, who tend to be under twenty five, may inform friends of vacancies in the property.
* One UK manager stated that the age balance had not changed over the last three years because “When one person leaves the person that comes is the same age”. This suggests that discriminatory practices may exist with the manager matching a job to a person of a certain age,

Selection:

Experience was considered essential by some managers which may place older workers at an advantage.

Appearance was considered crucial and candidates were assessed on appearance during the interview. This may disadvantage older applicants.

Training:

None of the hotels had age awareness training or anything similar. Judy commented that “No, we don’t know whether there’s a need for it”. Angie stated that “No, we did have disability training and age could be part of that”. Mary’s hotel did not have age-awareness training because “To be honest the reason I probably haven’t done it is because I’d be afraid you could be seen to be discriminating against them or the one thing is that a lot of people, I know mostly women, don’t like to be highlighting their age. So some people might not actually be comfortable with highlighting the over 50s.”

**Suggested Activities:**

* Assess the research in terms of validity, reliability, representativeness…..
* Consider how this study could be applied Component 2 Section B in a 20 mark question and also in a 40 mark question.

**Adding range & depth to inequalities essays**

Ideas to give to student in preparing a 40-mark essay:

E.g. for ‘functionalist’ explanations of ethnic inequality

**Main ideas:**

* **Durkheim** (values, culture)
* **Patterson** & host-immigrant model
* **Parsons** (meritocracy)

**Extension:**

* Link to New Right: **Murray**: underclass (values, apply to Durkheim/ Patterson), **Murray & Herrnstein:** IQ (apply to meritocracy to support Parsons)
* Also use studies you can relate to functionalism through culture/ socialisation such as **Sugarman, Bernstein, Archer (Chinese tiger mums), Jenkins, Bhopal, Sewell**

**Tip:**

Even if the study isn’t functionalist, you could apply it to support functionalist ideas. However, don’t label a person as functionalist unless you’re sure.

For example:

*“Jenkins found that recruitment officers often felt ethnic minority candidates were not ‘acceptable’ due to problems of manner and attitude. This could support functionalist ideas that it is because ethnic minorities have a different culture and do not conform to the value consensus, that they have unequal outcomes in the job market.”*

Then evaluate with other explanations for his findings (maybe it was racism created by capitalist ideology, or related to the low status of ethnic minorities)