

Commentary on candidate evidence

The evidence for these candidates has achieved the following marks for each section of the assignment.

Candidate 1

Section A

The candidate was awarded **4 marks** for this section.

Up to 4 marks can be awarded here where candidates introduce the topic by explaining its sociological significance.

The candidate makes a comparison between a common-sense explanation of the chosen topic 'a common-sense perspective....' and a sociological explanation 'A sociologist would look at...' **(2 marks)**

The candidate further explains sociological significance of topic by explaining how some people of colour have experienced racism in schools and when fostered to white homes. 'People of colour say.... Who are known to be racist' **(1 mark)**

The candidate explains that racism can be seen to be normalised in UK and other countries 'Racism can be seen to be normalised not only in the UK but in other countries....' **(1 mark)**

The extent of racism as a public rather than private issue concludes the candidate's explanation of the sociological significance, for this assessment standard. 'this is a public issue... millions throughout the world experience this' **(1 mark)**

Section B

The candidate was awarded **2 marks** for this section.

A maximum of 2 marks may be awarded where candidates devise and state a suitable hypothesis for an investigation of the topic.

The candidate gives a suitable hypothesis for investigation of the topic, in the form of a statement. The wording is slightly 'clumsy' however, as the word 'and' could be two variables in the hypothesis, so best avoided. However, the stated hypothesis links directly with the topic and is in the form of a statement, so marks are awarded.

Please note - content from 'study three' could also be considered sociological significance for this assessment standard. Assessment standard two – using research skills to investigate topics – requires candidates to give specific findings

from **two** named sources. As the candidate gives details of three sources, best two are credited for assessment standard two, and the third – in this case study three – could, if required, be used as meeting assessment standard 1, explaining the sociological significance of human social behaviour for a chosen topic.

Section C

The candidate was awarded **5 marks** for this section.

Up to 6 marks can be awarded where candidates describe specific findings from two named sources of information.

The candidate gives findings from three different sources (not required) so the two sources scoring the candidate most marks are credited. In this case, Source 1 has two findings – paragraph 1 and paragraph 2 each have a correct specific finding. Source 2 has 3 findings – one per paragraph. Source 3 has 2 findings, one in each of the two paragraphs. Hence, candidate meets the standard, but is credited only for findings from source 1 and either source 2 or source 3, as detailed below:

Source 1 — Two clear findings were given by the candidate

- ◆ '31,653 racist episodes in 2016-17 school year and Juries in England uncovered 36,063 racist occurrences' **(1 mark)**
- ◆ 'A second finding....grime artists are criminalised.' **(1 mark)**

Source 2 — Three clear findings were given by the candidate

- ◆ 'only 19 of 552 coaching positions is professional football' **(1 mark)**
- ◆ 'Only 25-30 percent of professional footballer have come from black and minority ethnic groups' **(1 mark)**
- ◆ 'shows how undermining the sporting world can be....football as a sport is seen as systematically racist' **(1 mark)**

Section D

The candidate was awarded **3 marks** for this section.

A maximum of 6 marks can be awarded for candidates' analysis of their findings.

A point of analysis could involve, explaining the relationship between a particular finding and sociological theory, explaining relationships between findings and the topic and any other relevant response.

The candidate attempts to link theories to the topic of racism in Britain:

- ◆ Marxism: 'proletariat ethnic minorities' **(1 mark)**
- ◆ 'double oppression' **(1 mark)**
- ◆ Functionalism: 'success of grime' **(1 mark)**

The link to 'meritocracy' could also potentially be credited as an alternative to 'success of grime' not in addition to.

Finally, the 'lack of opportunity' comments towards the end of the final finding of source 2, could also potentially be credited as analysis.

Section E

The candidate was awarded **0 marks** for this section.

A maximum of 4 marks can be awarded for candidates' evaluation of sources used.

Evaluation could involve:

- ◆ making a judgement about the validity and/or reliability of information/sources
- ◆ making a judgement about the strength or weakness of evidence
- ◆ making a judgement about research methods
- ◆ suggesting improvements to the methodology of a study or source
- ◆ any other relevant responses

The candidate provides two paragraphs of 'Evaluation', but the assessment standard requires candidates to evaluate the specific sources used for assessment standard 2 (findings). The Candidate gives generic analysis of research methods such as 'case studies' and 'statistics' rather than giving evaluation of specific studies/sources used for findings. This was therefore not credited.

Section F

A maximum of 1 mark can be awarded for candidates who have drawn a conclusion about whether their own research findings appear to support or fail to support their hypothesis. A further 5 marks can be awarded for communicating sociologically informed views through conclusions related to the hypothesis.

The candidate was awarded **1 marks** for this section.

- ◆ '....hypothesis.....has been proven. Racism has been normalised... police turn a blind eye.'

Section G

A maximum of 2 marks can be awarded where candidates acknowledge the work of others throughout the report or in a separate reference section.

The candidate does acknowledge the work of others in a list of references which are organised in such a way as to enable someone else to find the exact source of information used. **(2 marks)**

Total marks **17/30**

Candidate 2

Section A

The candidate was awarded **4 marks** for this section.

Up to 4 marks can be where candidates introduce the topic by explaining its sociological significance.

The candidate exceeded the requirements in this section because the candidate makes three separate sociological significance points in paragraph 1. 1 mark could be awarded for each:

- ◆ stating DWP 2021 reference and 'to put this into real life context'
- ◆ 'DWP 2020 reference and impact of Government efforts to reduce child poverty'
- ◆ 'impact of disturbed education limiting life chances'

Furthermore, the candidate makes a comparison between common sense explanations and sociological explanations of the chosen topic, in paragraphs 2 and 3. 'a common sense explanation.... sociologists would challenge.... Using research based on teachers, pupils....' **(2 marks)**

Section B

The candidate was awarded **2 marks** for this section.

A maximum of 2 marks may be awarded where candidates devise and state a suitable hypothesis for an investigation of the topic.

The candidate stated the hypothesis, the statement is clear and links to the topic. 'Experiencing poverty growing up significantly impedes a child's ability to succeed in life' **(2 marks)**

Section C

The candidate was awarded **5 marks** in total for this section.

Up to 6 marks can be awarded where candidates describe specific findings from two named sources of information.

The candidate described five findings. Three explained, specific findings from source 1. All three findings were in one large paragraph. Good practice would be to give clear indication of the specific findings, perhaps by using separate paragraphs for each finding or by using language such as 'One finding was... A second finding was...' and so on. A further two explained specific findings from source 2 detailed below:

Source 1:

- ◆ finding of the JRF report – home environment linked to lower cognitive development **(1 mark)**

- ♦ 'One fifth of attainment gap... a direct link between capabilities of parent and child' **(1 mark)**
- ♦ 'Children from poor families... more behavioural problems... impede ability to succeed' **(1 mark)**

Source 2:

- ♦ 'children experience school is determined by the level of disadvantage they face' **(1 mark)**
- ♦ 'Poor children get used to the fact of their social position....the accept this will be reflected in their experience of school... not going to get the same quality of outcomes' **(1 mark)**

Section D

The candidate was awarded **2 marks** for this section.

A maximum of 6 marks can be awarded for candidates' analysis of their findings. A point of analysis could involve explaining the relationship between a particular finding and sociological theory, explaining relationships between findings and the topic and any other relevant response.

The candidate made two clear points that linked findings to the theory and to other evidence. The two evaluative points are made, scoring 2 marks from a possible 6 available.

- ♦ 'Functionalists would argue that education is a key agent....'
- ♦ 'However Marxists would argue... because of Capitalism.'

Note several additional points of 'analysis' from this candidate are not creditworthy as they are generic poverty-related analysis, not, as is required in this assessment standard, analysis of the specific assignment topic, namely the link between poverty and educational attainment. Analysis therefore must clearly link theories to this specific issue of poverty and educational attainment to be credited.

Section E

The candidate was awarded **0 marks** for this section.

No evaluation of either source used was given.

A maximum of 4 marks can be awarded for candidates' evaluation of sources used.

Evaluation could involve making a judgement about the validity and/or reliability of information/sources, making a judgement about the strength or weakness of evidence, making a judgement about research methods, suggesting improvements to the methodology of a study or source and other relevant responses.

Section F

The candidate was awarded **2 marks** for this section.

A maximum of 1 mark can be awarded for candidates who have drawn a conclusion about whether their own research findings appear to support or fail to support their hypothesis. A further 5 marks can be awarded for communicating sociologically informed views through conclusions related to the hypothesis.

The candidate does draw some conclusions:

- ◆ 'it can therefore be concluded that my hypothesis... has been proven accurate...' **(1 mark)**
- ◆ 1 mark awarded for the conclusion that 'schools could do more... Allocating more funds' **(1 mark)**

The candidate makes a number of other 'conclusion' points but they are repeated and have previously been credited. Conclusions should not simply re-state points previously made and will not be double credited.

Section G

The candidate was awarded **2 marks** for this section.

A maximum of 2 marks can be awarded where candidates acknowledge the work of others throughout the report or in a separate reference section.

The candidate does acknowledge the work of others, giving several references in the main body text, as well as a list of references including those for the two sources used for the Findings section. **(2 marks)**

Total marks **17/30**

Candidate 3

Section A

The candidate was awarded **4 marks** for this section.

Up to 4 marks can be where candidates introduce the topic by explaining its sociological significance.

The candidate:

- ◆ links racism and socialisation through media etc. **(1 mark)**
- ◆ discusses police and racial profiling. **(1 mark)**
- ◆ discusses BME peoples' experiences of racism. **(1 mark)**
- ◆ states in the introduction; ignoring the common sense versus sociological explanation, the mark can be awarded for, '...Black Caribbean students may be labelled as lazy.' Or, '...conclude that ethnic minority groups are living in poverty...' **(1 mark)**

Section B

The candidate was awarded **2 marks** for this section.

A maximum of 2 marks may be awarded where candidates devise and state a suitable hypothesis for an investigation of the topic.

The hypothesis is a statement: Racism is normalised in UK and socialised. Although the English is not great, 2 marks were awarded.

Section C

The candidate was awarded **6 marks** for this section.

Up to 6 marks can be awarded where candidates describe specific findings from two named sources of information. The candidate described five findings. 3 marks for describing the findings from Source 1 and a further 3 marks for describing the findings from Section 2.

Source 1 — Three clear findings were given by the candidate:

- ♦ 'It revealed that 57 per cent of Black Caribbean boys were raised by a mother compared to white families who stood at 25 per cent with a mother... lack a role model... meant that these boys would be more exposed to peer pressure.' **(1 mark)**
- ♦ '... dragged into certain gangs that place great emphasis towards a violent, macho form of masculinity.' **(1 mark)**
- ♦ gangs provide a 'safe place' for many boys **(1 mark)**

Source 2 — Three clear findings were given by the candidate:

- ♦ Mirza found racism amongst teachers. **(1 mark)**
- ♦ the teachers referred to as 'the Christians' who failed to push Black students hard enough for them to achieve the best exam results possible **(1 mark)**
- ♦ , 'group of teachers wanted to help....but this help was patronising and often ineffective' **(1 mark)**

Section D

The candidate was awarded **4 marks** for this section.

A maximum of 6 marks can be awarded for candidates' analysis of their findings. A point of analysis could involve explaining the relationship between a particular finding and sociological theory, explaining relationships between findings and the topic, any other relevant response.

The candidate gained the following marks for:

- ♦ The point that in schools a lot of Black Caribbean boys are ignored because they are part of the proletariat. **(1 mark)**
- ♦ analysis under the evaluation of Sewell's study, this was for the candidate's point on the impact of the subculture, '... repays the feeling of rejection by their fathers and education system...' **(1 mark)**

- ♦ the point '...being labelled and how this could affect the way students perform in exam.' **(1 mark)**
- ♦ the point of analysis Mirza's study with regards to the self-fulfilling prophecy. **(1 mark)**

Section E

The candidate was awarded **2 marks** for this section.

A maximum of 4 marks can be awarded for candidates' evaluation of sources used. Evaluation could involve, making a judgement about the validity and/or reliability of information/sources, making a judgement about the strength or weakness of evidence, making a judgement about research methods, suggesting improvements to the methodology of a study or source and other relevant responses.

No marks were awarded for the evaluation of Source 1 as it is inaccurate.

The evaluation of Source 2 (in paragraph 1 and 2) gained **(1 mark)**.

The candidate made a point about poor response rate in paragraph 3 (relating to follow up questionnaires by Mirza). This gained a further **(1 mark)**.

Section F

The candidate was awarded **4 marks** for this section.

A maximum of 6 marks can be awarded for candidates have drawn a conclusion about whether their own research findings appear to support or fail to support their hypothesis.

The candidate gained a mark for:

- ♦ '... hypothesis.... has been accepted.' **(1 mark)**
- ♦ '... Marxism offers the best explanation for this research... children from ethnic minority groups come from backgrounds which are not as wealthy as white ethnic group families...' **(1 mark)**
- ♦ '... I believe this because it looks at small groups instead of looking at the bigger picture, this therefore means that you cannot extract enough information... to make a judgement regarding ethnic minorities being disadvantages within education.' **(1 mark)**
- ♦ 'The government has attempted to tackle ethnicity problems... regarding racism.' This point is continued in paragraph 5 when the candidate offers a suggestion as to what could be done to help, '... more awareness should be raised in schools to shut down racism....' **(1 mark)**

Section G

The candidate was awarded **2 marks** for this section.

A maximum of 2 marks can be awarded where candidates acknowledge the work of others throughout the report or in a separate reference section.

The candidate gives references. **(2 marks)**

Total marks **24/30**

Candidate 4

Section A

The candidate was awarded **4 marks** for this section.

Up to 4 marks can be where candidates introduce the topic by explaining its sociological significance.

The candidate exceeded the requirements in this section.

The candidate uses strong sociological language throughout and explains the concepts involved and the significance of the topic for instance, '...reinforcing existing power structures...' **(1 mark)**

The candidate states:

- ◆ '...those who are most negatively affected by supporting the status quo are predominantly women of colour...' **(1 mark)**
- ◆ '...Sociologists suggest this constant misrepresentation of women in media... ingrains harmful stereotypes in the minds of generations...' **(1mark)**
- ◆ '...This in turn contributes to shaping socially constructed roles, behaviours, attributes and activities that society deems appropriate for women. By normalising the sexualisation, exploitation and objectification of women we must ask whether these messages are contributing to the abuse and violence against women.' **(1 mark)**

Section B

The candidate was awarded **2 marks**.

A maximum of 2 marks may be awarded where candidates devise and state a suitable hypothesis for an investigation of the topic.

The hypothesis is a statement. The statement is clear and links to the topic. **(2 marks)**

Section C

The candidate was awarded **6 marks**.

Up to 6 marks can be awarded where candidates describe specific findings from two named sources of information.

The candidate described six findings. 3 marks for describing the findings from Source 1 and 3 marks for describing the findings from Source 2.

Source 1 — Three clear findings were given by the candidate. The candidate provided more detail than is required. The candidate indicated each finding for example, ‘...The first finding...’ And so on as detailed below:

- ◆ ‘...The first finding was that exposure to these films increased the male subject’s acceptance of interpersonal violence against women and acceptance of rape myths’ **(1 mark)**
- ◆ ‘...Women behaved oppositely, becoming less accepting of interpersonal violence and rape myths...’ **(1 mark)**
- ◆ ‘...continuous exposure to stimuli like this will produce a climate that promotes sexist ideology...’ **(1 mark)**

Source 2 — Three clear findings were given by the candidate. The candidate provided more detail than is required. Marks awarded detailed below:

- ◆ ‘...more educated people like students, tend to be less accepting of rape myths...’ **(1 mark)**
- ◆ ‘...in countries with higher media exposure, such as the UK, the victims are often villainised and therefore rape myths are yet again imposed...’ **(1 mark)**
- ◆ ‘...there are other intersections that contribute to the influence the media has on societies likelihood to agree with rape myths such as age, social class...’ **(1 mark)**

Section D

The candidate was awarded **6 marks** for this section.

A maximum of 6 marks can be awarded for candidates’ analysis of their findings. A point of analysis could involve explaining the relationship between a particular finding and sociological theory, explaining relationships between findings and the topic, and any other relevant response.

The candidate made clear points that linked findings to the theory and to other evidence.

- ◆ ‘Marxist feminists recognise that capitalism requires the systematic oppression of women to function... show how women’s socioeconomic status links to rape.’ **(1 mark)** This point clearly links theory to the assignment topic.
- ◆ ‘Historically Marxists observe societies’ fixation on sexual purity and morality; with hyper fixation on virginity, women being submissive and more lenient consequences for rape.’ **(1 mark)** This point applies Marxists theory to the representation of women in media.
- ◆ ‘Each country conforms to a patriarchal power structure in which roles of the sexes are clearly defined...’ **(1 mark)** Thus applying Marxist feminism to the representation of women in male dominated societies.

- ◆ 'Marxist feminists would agree that it is in the media's interest to continue to perpetuate ideals and myths that reinforce male dominated power structures...' **(1 mark)** This point applies theory to study findings.
- ◆ '...to keep women low down social hierarchy so that they may be exploited as a resource and traded as a commodity.' **(1 mark)**
- ◆ 'Labelling... where we see the effects of the medias stereotypes of women have on women.' **(1 mark)** This labelling point links to Source 1 theoretical approach to study findings.

Section E

The candidate was awarded **4 marks** for this section

A maximum of 4 marks can be awarded for candidates' evaluation of sources used. Evaluation could involve, making a judgement about the validity and/or reliability of information/sources, making a judgement about the strength or weakness of evidence, making a judgement about research methods, suggesting improvements to the methodology of a study or source, and other relevant responses.

- ◆ The candidate makes a judgement about the reliability of the source as the candidate stated that Source 1 only had 271 respondents who were all university students. This made the study less reliable. **(1 mark)**
- ◆ The candidate makes a judgement about the reliability of Source 2 as it used a much larger sample and included respondents from different countries. **(1 mark)**
- ◆ The candidate claims a weakness of the evidence is that Source 2 found there is a correlation but not a causation between rape myth acceptance and rape rates. **(1 mark)**
- ◆ The candidate makes a judgement about the reliability of Source 2 as it only used university students and therefore may not be representative of the wider population. **(1 mark)**

Section F

The candidate was awarded **6 marks** for this section.

A maximum of 6 marks can be awarded for candidates have drawn a conclusion about whether their own research findings appear to support or fail to support their hypothesis.

The candidate states that the hypothesis was proven. **(1 mark)**

The candidate made a series of conclusions:

- ◆ '... women internalise the expectations society places on them...' **(1 mark)**
- ◆ '...this then applies to rape myths and the different ways men and women internalise rape myths and the consequences of this.' **(1 mark)**
- ◆ 'Mass media constantly endorsing these messages not only shapes individuals but also whole institutions...' **(1 mark)**
- ◆ 'Individuals internalising the messages and shifting cultural mindsets and opinions of victims and perpetrators of rape...' **(1 mark)**

- ♦ '...leads to changes in the criminal justice system and eventually the law.' (1 mark)

1 mark could be awarded here for, 'This gross misconduct of justice and intimidation of victims, leads to a drop in the number of cases reported and the number of perpetrators convicted.' but the maximum marks for this section had already been met.

Section G

The candidate was awarded **2 marks** for this section.

A maximum of 2 marks can be awarded where candidates acknowledge the work of others throughout the report or in a separate reference section.

The candidate gives references that were accurate and detailed.

Total marks **30/30**