Commentary on candidate evidence

Assessors awarded the candidate evidence the following marks for each section of the assignment.

Candidate 1

A. Choosing and describing a topic that is of interest to sociologists

The candidate was awarded **2 out of 2 marks** because they accurately describe the impact on people's safety **(1 mark)** and identify that crime is increasing **(1 mark)**. However, if only 1 mark were awarded, this could be justified as the response primarily lists different types of crime rather than developing a description of the topic.

B. Identifying and describing basic differences between sociological and common-sense explanations of human social behaviour

The candidate was awarded **3 out of 6 marks** because they provide a common-sense suggestion that crime may be related to seeking thrills or a lack of morality **(1 mark)**. The Fox News source gains **1 mark** but does not meet the requirements for the second B2 mark, as the link provided in the bibliography leads to an academic blog rather than a common-sense explanation.. The candidate also identifies that 95% of murder convictions are of men and suggests that deeper-rooted reasons for crime may be linked to societal pressures **(1 mark)**.

C. Using investigation skills to find appropriate sources of information for the topic

The candidate was awarded **1 out of 2 marks** because Source 1 is correctly identified **(1 mark)**. Source 2 is not correctly identified and therefore does not meet the requirements for the second mark.

D. Organising and interpreting information in sociology

The candidate was awarded **10 out of 10 marks** because they successfully identify and use relevant information from the sources. For D1, the candidate identifies peer pressure **(1 mark)**, young males in urban areas **(1 mark)** and unemployment **(1 mark)**. For D2, the findings are located on a linked page associated with the source, which can still be awarded. The candidate identifies 20,271 reports **(1 mark)**, those under the age of 35 **(1 mark)**, and that men can also be victims **(1 mark)**. For D3, the candidate identifies communities with high levels of poverty and social inequality **(1 mark)**. The candidate also identifies men as a significant factor **(1 mark)**, toxic masculinity **(1 mark)** and expectations placed on men **(1 mark)**.

E. Communicating sociologically informed views

The candidate was awarded **6 out of 10 marks** because they apply Cohen's ideas to different expectations of men **(1 mark)**. They identify different norms and values **(1 mark)**, including toughness and violence **(1 mark)**, being smart or sneaky **(1 mark)**, and seeking adrenaline **(1 mark)**. The candidate also makes the point that sociological theory is more relevant than common-sense explanations **(1 mark)**.

Overall, the candidate was awarded **22 out of 30 marks**.

Candidate 2

A. Choosing and describing a topic that is of interest to sociologists

The candidate was awarded **2 out of 2 marks** because they identify social media as spreading misogynistic values **(1 mark)** and explain that women are portrayed as objects **(1 mark)**.

B. Identifying and describing basic differences between sociological and common-sense explanations of human social behaviour

The candidate was awarded **3 out of 6 marks** because they provide a common-sense explanation that women are considered too emotional and unable to handle

stress **(1 mark)**. A further B1 point is made later in the response regarding women's ability to choose; however, only one B1 point can be credited in accordance with the marking instructions. The first B2 example is incorrect, but the second example is relevant and can be credited **(1 mark)**. The candidate also identifies that sociological explanations contradict the examples provided by IBTimes **(1 mark)**.

C. Using investigation skills to find appropriate sources of information for the topic

The candidate was awarded **2 out of 2 marks** because both sources can be identified, located and have been used appropriately in the response.

D. Organising and interpreting information in sociology

The candidate was awarded **5 out of 10 marks** because they correctly identify two relevant findings from the KCL source for D1 **(2 marks)**. The required content/information for D2 cannot be found in the sources provided and therefore, no marks can be awarded. For D3, the candidate identifies podcasts as degrading **(1 mark)**, misinformation and disrespectful language **(1 mark)**, and a correlation between age and exposure to social media **(1 mark)**.

E. Communicating sociologically informed views

The candidate was awarded **3 out of 10 marks.** No marks can be awarded for E1. For E2, the candidate suggests that more education and moral classes could address the issue **(1 mark)** and identifies the potential for embedding these ideas within a new generation **(1 mark)**. For E3, the candidate suggests that the issue may not change or could become worse **(1 mark)**.

Overall, the candidate was awarded **15 out of 30 marks.**

Candidate 3

A. Choosing and describing a topic that is of interest to sociologists

The candidate was awarded **2 out of 2 marks** because the response exceeds the requirements for this section and provides a clear and appropriate description of the topic.

B. Identifying and describing basic differences between sociological and common-sense explanations of human social behaviour

The candidate was awarded **6 out of 6 marks** because they provide two relevant common-sense explanations based on personal qualities and the idea that individuals simply need to try harder **(2 marks)**. They also provide relevant examples from Nigel Farage and Suella Braverman **(2 marks)**. For B3, the candidate provides two examples of sociological explanations. Although these do not make a direct comparison with the common-sense explanations, the response demonstrates a clear understanding of the issue. As the marking decision was either 2 or 0 marks, full marks were awarded **(2 marks)**.

C. Using investigation skills to find appropriate sources of information for the topic

The candidate was awarded **1 out of 2 marks** because Source 2 is correctly identified and used. Source 1 is a mandatory study and therefore, cannot be credited for this section.

D. Organising and interpreting information in sociology

The candidate was awarded **6 out of 10 marks.** No marks can be awarded for D1 as this relates to the mandatory study. For D2, the candidate provides three clear findings from Bourdieu **(3 marks)**. D3 is worth 4 marks if the candidate had provided an appropriate study for Source 1. Source 1 was not an appropriate study for this purpose, so only **3 marks** can be awarded.

E. Communicating sociologically informed views

The candidate was awarded **9 out of 10 marks** because they identify that sociological data demonstrates how education can benefit wealthy families and perpetuate inequality **(2 marks)**. For E2, the candidate explains that the bourgeoisie benefit from prestigious schools **(1 mark)** have greater opportunities **(1 mark)** and links this to the wider social structure and economic system **(1 mark)**. For E3, the candidate reaches a conclusion using social structure and common-sense views **(1 mark)**, identifies how this contradicts explanations based on personal abilities **(1 mark)**, explains that low-income families may not be able to afford the same opportunities **(1 mark)**, and suggests that the government should reform the system **(1 mark)**. Overall, there are several valid points that could justify the high mark awarded, with the response demonstrating a strong understanding of the debate.

Overall, the candidate was awarded **24 out of 30 marks**.

Candidate 4

A. Choosing and describing a topic that is of interest to sociologists

The candidate was awarded **2 out of 2 marks** because, although the opening sentence is questionable, the candidate provides a clear definition of rape, includes relevant statistics from legitimate sources, and explains why rape is a social issue.

B. Identifying and describing basic differences between sociological and common-sense explanations of human social behaviour

The candidate was awarded **4 out of 6 marks** because they provide a description of common-sense explanations **(2 marks)**. They also provide one appropriate contemporary source, *Thirteen Reasons Why* **(1 mark)**. *The Accused* does not gain a mark because it dates from 1988 and is therefore not considered contemporary. For marking purposes, sources from approximately 10–15 years ago can be considered contemporary. The candidate also provides relevant statistical evidence

(1 mark). A further mark could have potentially been considered, but the description is unclear, so this has not been awarded.

C. Using investigation skills to find appropriate sources of information for the topic

The candidate was awarded **2 out of 2 marks** because they provide a sufficient range of sources, and the two sources required for section D could be located and verified.

D. Organising and interpreting information in sociology

The candidate was awarded **10 out of 10 marks** because they provide relevant and accurate information from the sources. For D1, the candidate gains **3 marks** for the findings provided. The first statistic is inaccurate because it refers to rape occurring every year when the source actually refers to rape over a person's lifetime. However, the other statistics are accurate and therefore, gain the available marks. Where a source cites evidence from another source, the information can still be credited where it is only one step removed from the original source. For D2, the candidate gains **3 marks.** For Source 2, the candidate provides more than the required information, so the available marks can be allocated across the relevant findings. For D3, the candidate gains **4 marks**. For Source 1, the candidate identifies the high rate of underreporting, shame and mistrust of the justice system, and the need for further strategies to encourage victims to report. For Source 2, the candidate identifies the increasing trend in reported rape cases, the fact that people are reporting more than ever, and the importance of encouraging victims to report.

E. Communicating sociologically informed views

The candidate was awarded **9 out of 10 marks** because they provide a strong discussion supported by relevant sociological ideas and evidence. For E1, the candidate identifies stigma as a factor contributing to underreporting **(1 mark)**. The second mark is not awarded because the response does not make a sufficiently clear link back to the findings. For E2, the candidate provides several relevant sociological explanations, including the idea that rape is an act of power and control **(1 mark)**, rape as a form of male dominance and patriarchy **(1 mark)**, the male-dominated

nature of the criminal justice system **(1 mark)**, and the socialisation of males into aggressive behaviour **(1 mark)**. The candidate also discusses men's reluctance to report or seek help due to expectations to 'man up'. Further discussion of labelling and master status is present, but these do not need to be credited as the candidate has already achieved the maximum available E2 marks. For E3, the candidate gains 4 marks. They challenge and refute the common-sense explanation **(1 mark)**, argue that the government should introduce changes to ensure victims are heard **(1 mark)**, suggest policy changes relating to teachers addressing misogyny in the classroom **(1 mark)**, and identify the importance of consent and respect **(1 mark)**. There are several valid points within this section, providing sufficient evidence for the marks awarded.

Overall, the candidate was awarded **27 out of 30 marks**.