

A LEVEL

Examiners' report

SOCIOLOGY

H580

For first teaching in 2015

H580/03 Summer 2019 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 3 series overview

Paper 3 is an option paper with a compulsory Section A, and then three options in Section B. The paper is demanding, with several different question styles, sources, and extended responses.

To do well in the compulsory Section A on Globalisation and the Digital Social World, candidates needed to engage with the sources in Questions 1 and 2, create a debate and show evaluation skills in Questions 2 and 3, and support all responses with a range of evidence, applying this directly to the Question. Candidates who did less well often lacked focus on the precise question asked, or used more general theoretical and empirical evidence which was not relevant to, or effectively applied to, developments in digital communication. For example, many cited theorists who died long before the digital world developed and stated their views on digital media, when it would have been more appropriate to say that their ideas 'could be applied to digital communication'. Some candidates also did not present any evaluation in Questions 2 and/ or 3. Candidates who did well on Section A were able to apply a range of wider evidence, often using relevant contemporary examples in conjunction with studies and theories, and were also able to select and apply relevant points from the sources and develop these in relation to their wider knowledge, going beyond a simple recycling of the sources.

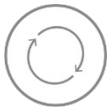
In Section B a range of developed points are needed, and there is an expectation that detailed knowledge and understanding of sociological evidence will be demonstrated. In the 20 and 40 mark questions an extended response is expected, with explicit and direct evaluation of the main view which goes beyond the juxtaposition of alternative views. Candidates who did well were able to clearly select and present relevant sociological knowledge in a way which demonstrated full understanding. Evaluative points were also presented in equal depth and engaged directly with the way they challenge the view in the question. Weaker candidates often lacked the required range of points – for example in the 10 mark question, three clear and distinct points are required to meet the requirements of 'range', whereas many candidates only presented one or two points.

Another notable differentiator was the breadth and depth of evaluation. Some candidates presented very brief and undeveloped evaluative points, such as saying that the view is outdated. Such points attracted little credit. Using alternative theories or views to challenge the view in the question is an appropriate approach to producing effective evaluation, but too often weaker responses just listed all the other theories on a particular topic, making no attempt to use these to evaluate the view in the question. Again, such juxtaposition attracts very little credit.

Key point

Candidates should be encouraged to fully explain the basis for any disagreement between the main theory and other theories used as evaluation, and how this demonstrates a weakness in the view in question. Evaluation needs to be explicit, relevant, and fully developed. An example of full evaluation as opposed to juxtaposition is given in the Crime and Deviance option for Question 5 below, and even centres who do a different option may benefit from seeing this response that shows what good evaluation looks like.

As seen last year, it was notable that a significant number of candidates seemed to struggle with the range and depth required for the 40 mark essays, and this was common across the three option topics. All were fairly clear and focused essay questions, based on one theoretical view, which many candidates clearly found straightforward. However, a significant minority of candidates appeared to have little or no sociological evidence to support their understanding of the view in the question, and the range and depth seen was often not enough to access the higher levels in the mark scheme.

	AfL	Centres should encourage students to practise essay planning with four clear and different points on each of the main theoretical views in the topic, and that each of these points can be developed and supported with evidence.
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Focus on the question appeared to be slightly less of an issue this year, perhaps related to the nature of the questions, although it was a problem for many candidates in Question 1, and some candidates struggled with focus on the Section B 10-mark questions in all three options as well.

As mentioned last year, conclusions are to be encouraged in this specification. Summative conclusions, which just repeat the arguments already made, gain little or no additional credit, and candidates should be encouraged to reflect on the strengths of different arguments and reach a reasoned conclusion that relates back to the question, with an evaluative tone. Introducing lots of new material is not the purpose of a conclusion, but those who used another specific example or study in their conclusion to help them assess the debate were rewarded for this.

Section A overview

This compulsory section was generally done well and many candidates scored highly. Most answered all three questions, and responses included a range of evidence, indicating that the topic had been well-taught and understood. Many contemporary examples were effectively applied. It was apparent that some candidates spent too long on this section, and they should be reminded that this is worth one third of the total marks for this paper, so should be given appropriate weight.

Key point

It is important that if candidates use older sociological views in this section that they fully apply these ideas to developments on digital communications. Some responses were very generalised, referring to 'the media', and even discussing print newspapers, television and radio. Many discussed the ideas of sociologists who were writing in the 20th and sometimes even 19th centuries, without showing any awareness that their original points were not actually referring to digital media even though they can be applied.

Question 1

- 1* With reference to the Source(s) and your wider sociological knowledge, explain the impact of developments in digital communication technology on the way information is collected and used.

[9]

Most candidates attempted this question and there were a variety of approaches/ interpretations of the question. The focus on 'information' led to some interpreting this in relation to sociologists doing research, referring to ways that digital communication technology could help sociologists to collect data. This was perhaps led by the reference to 'patterns and trends' in Source A. Centres are advised to encourage candidates to read all of the questions before starting their responses as this may alert them to the emphasis of the question. Many candidates attempted to apply the source material on social movements and change, which was more relevant to Question 2, and this often impacted on their focus on this Question. Such approaches were creditable only if candidates stayed focused on the wording of the question, in relation to the collection and use of information.

More common approaches focused on search engines, and the availability of information both for individuals, governments and corporations, and some, although surprisingly few given the source reference, discussed big data, either from a positive or negative point of view. The sources did prove helpful to candidates in giving them ideas, but unfortunately, some were led astray by them and forgot what the question was, and others simply recycled the ideas in the sources, adding nothing in terms of wider sociological knowledge.

Other common examples of approaches taken included references to surveillance (perhaps referring to Cambridge Analytica or The Snowden report), the prevalence of 'cookies' and/ or the use of targeted advertising to increase consumption, fake news and misinformation (often with examples) and the ease of finding information due to media convergence.

Exemplar 1

Developments in digital communication can be used in the interests of the wealthy such as big brands and companies. Source A argues that 'big data' including huge amounts of information about our social life are shared on social media. Marxist Fuchs argued that this can be used by surveillance programmes used by the ~~best~~ wealthy to control and observe those below them. It was found that social media sites such as Facebook shared huge amounts of data to advertising companies without people's permission. These ads can be used negatively and in a way to influence and manipulate your attitudes towards certain ideas such as the elections. Therefore, ~~developments~~ developments in digital technology can have a negative impact on the way data information is collected and used.


This partial response demonstrates how a candidate can go beyond simply 'recycling' source material. The response refers to 'big data' using Source A and then goes on to link this to Fuchs' ideas on surveillance, applying it to Facebook, and then bringing it back to focus on the question. This was credited as one developed point with use of the source and wider evidence. A second point would be needed to gain full marks.

Question 2

- 2 With reference to the Source(s) and your wider sociological knowledge, to what extent has the development of social media helped social movements bring about social change? [10]

This question was generally well done, with more candidates understanding the need to present a debate in this series, although there were still a significant minority who did not attempt to present any evaluation. The main issue was full focus on the question, which contained three aspects - social media, social movements and social change. Many candidates latched on to the idea of social change but not necessarily the formation of social movements, meaning their points were not always fully relevant. Commonly, examples were used to develop points in this question, including reference to movements such as Black Lives Matter and Me Too, and the Arab Spring uprisings, as well as more recent examples including the protest movement in Sudan, and movements associated with climate change. Many candidates also made reference to supporting research/ ideas on this, including Nakamura, Kirkpatrick, Chittall and Castells. In evaluation, less evidence was seen. Many made use of the point in Source B relating to the oppositional groups using social media – although not all successfully applied this in a way which evaluated the view in the question. Some effectively referred to fundamentalist movements, such as ISIS, seeing these as contrary to change. Others referred to the unequal access and the digital divide to challenge the idea that all could join social movements online.

Some potentially strong responses sacrificed range and presented one very developed point on either side of the debate, drawing on many examples.

	<p>AfL</p>	<p>Centres should encourage candidates to split their points clearly to ensure the balance between range and depth. The amount of depth required for the points in this 10 mark question is much less than in a 20 or 40 mark Section B essay.</p>
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Exemplar 2

Chittal is an example of a feminist who talks about how digital activism has led to social change in terms of reducing gender inequalities. She says it adds strength to real life protests as those who cannot attend are able to support it online. She identifies examples where this has occurred, such as #AskHerMore on the red carpet at the Oscars. This ~~helps~~ supports to source A where it which says it may "help mobilise people to join mass protests and social movements to challenge inequalities" ~~and~~ digital activism has resulted in social change through several campaigns.

Another example of how social media has helped bring about social movements

bring about social change is the Arab Spring. The movement started after a Tunisian man set himself on fire in protest against the police and social media helped this spread by videos of the event circulating, which would never have spread otherwise. The movement gained a lot of momentum due to social media and was successful in bringing about social change as several government regimes were overthrown.

Source B says that social movements may suffer due to the 'opposition' being able to 'use the same social media platforms to challenge the protests'. This means that the movement can be neutralised and it can damage its chances of achieving social change and could even make the situation worse. An example is black lives matter, where racist people were able to anonymously oppose the movement online, which created more tensions.

Joyce, a Marxist, is also critical of this view. She says that the proof is in the pendulum, meaning that the ruling class catch onto any movement towards social

change and are able to counteract it and prevent it from occurring, so the power is continuously shifting between the ruling class and the protestors. Hence, ~~see~~ social media cannot bring about change because the ruling class have the power to prevent it from happening.


This response shows two clear points supporting the view that social media has helped social movements bring about social change, using Source A in the first of these points, with Chittal and examples as well. Even though the second point does not refer to a study, well explained examples are fully creditable as evidence in Section A questions (this would not apply in a Section B essay). Then the candidate gives two points which challenge this view, using Source B in one, with a link to an example, and using Joyce's ideas in the other. This level of detail is enough in this question to be fully credited as developed, and the points were well focused on the question, so this response got full marks.

Question 3

- 3 Evaluate the sociological view that new forms of digital communication are controlled by the ruling class. [16]

Most candidates identified this as a Marxist view and some successfully applied a range of evidence. The most commonly used sociologists were Cornford and Robins and Fuchs, but some also applied older Marxist ideas from Gramsci, Althusser and Bourdieu, for example. If they linked these ideas to digital forms of communication this was fully rewarded, but some candidates spoke about the 'mass media' in general, and some even gave examples of newspapers and television, showing a lack of focus on the question/ topic area which did limit their marks. Similarly, with examples, many referred to Edward Snowden and ideas of surveillance, and also to issues of ownership, but some examples of this were related to traditional forms of media - with many references to Rupert Murdoch and his ownership of newspapers, not attempting any link to digital forms of media.

Some candidate spent much more time on the Marxist views, providing more than enough evidence, and receiving full marks for AO1 and AO2, but then offered very little in the way of evaluation. The most common evaluative points came from a feminist perspective, both the argument that it is men rather than the ruling class who control the media, and more positive feminist views on the potential of social media campaigns to challenge the dominance of those in power. More positive Marxist views were also presented, such as Castells' ideas on digital networks as sources of empowerment, and Jurgenson's ideas on 'augmented revolution'. Postmodernist ideas on access and choice were also successfully used, as were other examples of social movements - some of these repeated from Question 2 but fully credited if used to explicitly evaluate the view in this Question. These ideas were often supported with references to the influence that ordinary people can have through blogs, YouTube, ePetitions and citizen journalism.

	AfL	Centres should make sure that they emphasis the digital focus on this topic and encourage students to update some of the older sociological views on media ownership and control to fit the digital landscape.
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Key point

It is worth noting that the breakdown of Assessment Objectives for this question puts greater weight on AO3, thus requiring more evaluation than knowledge.

Section B overview

This section accounts for two thirds of the available marks, and most candidates did give it sufficient weight. There were few, if any, rubric errors, and all candidates appeared to select and stick to the option for which they had been prepared. Most candidates seemed to understand the requirement for evaluation in the 20 and 40 marks essays, and very few included it in the 10 mark question, suggesting that they were clear on the appropriate question technique.

However, there was sometimes little difference in the range and depth presented for the 20 and 40 mark essays, and candidates should be encouraged to go into greater depth in the longer essays, fully explaining and developing points and supporting them with additional studies and examples.

Option 1 overview (Crime and Deviance)

This was the most popular option by some distance and there was a full range of responses, with some candidates scoring extremely highly, but also some who struggled. Question 4 was the question which caused the most confusion for some, with issues on the other two questions being mostly related to the candidates' subject knowledge.

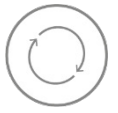
Question 4

Crime and deviance

4* In what ways are crimes committed by the middle classes different from all other forms of crime? [10]

Most candidates recognised that middle class crime could be linked to white collar crime and produced a good range of knowledge about the differences between this and 'street crimes' associated with the working class. The better responses were usefully split into different aspects of these variations, such as types of crime, motivations for crimes, the perception and treatment of these crimes and so on. Commonly seen sociologists included Croall, Snider, Tombs and Box, from a more traditional Marxist perspective, but Goldstraw-White, Chambliss and Cicourel were also used effectively. It was common for candidates to present just two points, which limited their response to Level 3.

Some candidates appeared confused by the term 'middle class', identifying white collar crime as 'upper class', and thus assumed that middle class crime was the same as working class crime. There were also a number of candidates who tried to apply their knowledge on green crime and/ or global organised crime, either saying that these were, or were not, the kinds of crimes which middle class people were involved with. Weaker responses also omitted to address the question in terms of the comparison to other types of crime, just explaining all they knew about white collar crime, which did impact on their mark.

	<p>AfL</p>	<p>Centres should encourage their students to identify three different points to fully address a 10 mark question in Section B.</p>
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Question 5

5* Assess right wing solutions to the problem of crime.

[20]

Most candidates were able to access this question effectively and discussed a range of solutions from both right realism and the New Right (although only the stronger candidates were able to make distinctions between these approaches). Stronger responses organised solutions into three clear points, and linked in supporting theorists and evidence. Many focused on situational and environmental crime prevention techniques, supported with studies such as Painter and Farrington or Clarke, examples such as CCTV and street lighting, and references to target hardening and surveillance. More ideas on prevention came from the New Right, in terms of welfare policy, although this tended to be less well explained and discussed. Many also focused on punishment (with references to retributive sentencing, '3-strikes' and the death penalty) and policing/ control (referencing 'broken windows', order maintenance and zero-tolerance and military style policing). There was an overlap between these different policies, and some candidates were confused about how and why they may be applied. The stronger responses explained the rationale behind them and assessed the effectiveness of such 'solutions' - which could be credited as positive evaluation if done explicitly.

Evaluation tended to be the weaker skill for most candidates, with many simply juxtaposing left wing solutions, and only a minority able to explicitly challenge the efficacy of these approaches. Examples of the more effective evaluation included the failure of right wing solutions to address the original causes of the deviance, with a discussion of displacement and a comparison to left wing approaches. Some also argued that evidence showed that such policies have no significant impact on re-offending, linking to issues of labelling/ shaming, and also problems caused by over-policing.

Weaker responses confused left and right wing solutions, although this was not that common. Some included irrelevant material on right wing explanations of crime with a lack of focus on solutions. Some also lacked range, focusing on just one solution, often harsher sentencing, and writing about this at length. The solutions were accepted as 'policies' and as such counted as evidence in themselves, but stronger responses linked these to names and studies, which enabled them to achieve greater detail and depth in their responses

Exemplar 3

On the other hand, this solution put forward by ~~right~~ ^{right realists} ~~right~~ sociologists is only a short-term solution to the problem of crime, and doesn't actually tackle the cause of crime. Left realists would put forward that a reduction in inequality and improving educational opportunities is a better approach to solving crime. By giving improved training and educational activities, the working class can improve their abilities and skills, which will help them secure a better job. A better job will increase the amount of pay the working class receive, which will reduce the inequalities experienced in society. Therefore, this might be a better approach to take, as it solves the underlying cause of crime, which right wing solutions fail to do.

This response is challenging right wing solutions of situational and environmental crime prevention, and is an example of a candidate using left realism in a way which is fully evaluative, rather than merely juxtaposition. Notice how it refers to the problem with right realism at the beginning, then expands on how left realist solutions would approach things differently, and then returns to show why this would be a better approach at the end. This was credited as a fully developed evaluation point.

Question 6

6* Evaluate functionalist explanations of crime and deviance.

[40]

This was a straightforward question which many candidates seemed well-prepared for, although there were a significant number of very weak and/ or confused responses. Most discussed the views of Durkheim, sometimes at length, and some were able to split this into more than one point, linking with other sociologists, such as Erikson on public degradation and Davis on prostitution as a safety valve. The other most commonly used functionalist explanation was Merton's strain theory, although this varied in accuracy. Candidates were credited if they applied other related views, such as the functionalist subcultural theorists Albert Cohen, Cloward and Ohlin and Miller, or the New Right or right realists, with Hirschi being commonly cited. However, some candidates did not associate these ideas with functionalism, instead using them to evaluate, which could gain credit if the point made was explicit and developed. A few used other functionalist ideas and applied them to crime, such as Parsons' ideas about male and female roles, or Patterson's host-immigrant model. Again, marks were given if explained and applied effectively.

Evaluation was less effective, although many candidates did evaluate the functionalist ideas explicitly and often used good examples or other theorists to challenge them. For example, using left realists and/ or feminists to challenge Durkheim's overly positive view, which lacks focus on the impact on victims, or using Taylor's 'fruit machine analogy' to develop a Marxist critique of Merton. However, many responses went little beyond juxtaposing alternative views, and even though they may have used linking phrases such as 'however' or 'Marxists would challenge this..', they did not engage with the key ways in which the other theories would directly challenge the functionalist ideas, instead embarking on long, descriptive accounts of the alternative theories, which attracted little credit.

Option 2 overview (Education)

Many candidates attempted this option, although it was some way behind Crime and Deviance overall. Each question posed different challenges, but the majority of candidates were able to access the higher mark levels, and many had clearly been well-prepared.


Question 7

Education

7* In what ways do cultural factors influence ethnic differences in educational attainment? [10]

The most commonly used evidence was Archer and Francis, related to 'Chinese Tiger mums'; and/ or Driver and Ballard and the importance placed on education in Asian families. Additionally, many referred to Sewell, relating to the culture of young black boys, with reference to the lack of positive male role models. Many also referred to language skills, with some supporting this with Bernstein, with varying degrees of accuracy and focus. Some also considered white working class boys, comparing the cultural attitudes of their ethnicity to others, using Strand's ideas, which was credited. A significant number of responses attempted to apply factors from working class culture more generally, such as cultural capital and cultural deprivation, with different degrees of success, with many just stating that BME groups are working class. As in the other 2 options for this 10 mark question, it was common for candidates to present just two points, which limited their response to Level 3.

Weaker responses did not appear to understand the reference to 'cultural factors' and explained at length studies related to teacher labelling, for example, which received no marks.

	<p>AfL</p>	<p>Centres should encourage their students to identify three different points to fully address a 10 mark question in Section B.</p>
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Question 8

8* Assess the impact of educational policies on equality in relation to social class.

[20]

The majority of candidates did understand the requirements of this question and focused their response on a range of educational policies, discussing their impact of class inequality, in both positive and negative ways. Given that the question did not specify that policies should be from 1988 onwards, references to previous policies, such as the tripartite system, were credited. Centres should note that in the specification this date limitation is clear, and should focus their teaching on post 1988 policies, since future questions are likely to be more specific. Common policies discussed included the national curriculum, open enrolment, SureStart, EMA, EAZs, academies, pupil premium and literacy and numeracy. The accuracy of the knowledge of these policies, in terms of when they were introduced, by which administration, and what they actually involved, varied widely, and there was much confusion. Additionally, weaker responses were underdeveloped: they listed the policies without explanation of the key features and with the link to class inequality being left implicit.

Stronger responses tended to underpin the policies discussed with the relevant educational ideology behind them, and often used studies to discuss their impact. However, the policies themselves were fully credited as evidence and judged in terms of accuracy and detail, in the same way as any other sociological evidence.

There were a number of different approaches to AO3 due to the wording of the question – some took the route of countering the view that the policies had any significant impact, while others argued that the impact was more negative or that the policy had been abandoned. Some evaluated by presenting a range of other policies which arguably had a negative impact to counter the more positive policies previously presented. All such approaches were creditable due to the open nature of the question wording - see the guidance section in the mark-scheme for more on this.

Key point

The specification states learners should know a range of Government policies from 1988 onwards, the ideological influences of these policies and the impact they have.

Question 9

9* Evaluate Marxist explanations of the role of education in society.

[40]

This question was answered well by many candidates who appeared well-prepared. Well-developed points related to Althusser, Bowles and Gintis, Rikowski, Bourdieu were commonly seen, although these did vary in accuracy and detail. Some candidates included Willis as AO1, but others used his work to evaluate the view that education promotes passivity/ compliant workers. Although potentially relevant, the impact of private schooling was often cited in an unsubstantiated way as evidence of the ruling class' ability to acquire an unfair advantage by being able to pay for better schooling. Weaker responses tended to focus on this and/ or other generalised points about the unfairness in the education system, in the absence of any detailed knowledge about the work of the Marxist writers mentioned above.

As in the other 40 mark questions, there was a tendency for evaluation to consist of juxtaposing alternative views on the role of education, in particular, those of functionalist writers. The best responses were able to make such points fully evaluative, highlighting the differences in the way they see education functioning, and the interests that this serves. However, some wrote at length about a range of alternative views, with no explicit evaluative links, thus scored little for AO3.

Option 3 overview (Religion, belief and faith)

This was the least popular option by some distance but appeared to attract more responses than in the previous two series of this specification. Many candidates has clearly been well-prepared and showed a good range of knowledge, both empirical and theoretical, which they were able to successfully apply. There were issues of question focus in all 3 questions however.


Question 10

Religion, belief and faith

10* In what ways do patterns of religiosity vary in a global context?

[10]

This was not answered well by many candidates, who seemed to struggle to understand the requirements of the question, despite it being directly linked to the specification. Some attempted to merely contrast the religiosity of different ethnic groups within the UK, which was not credited, unless they linked this back to a global comparison of religiosity based on country of origin. Material which was successfully applied included evidence contrasting the religiosity in the Global North and Global South, and comparing trends in religiosity, including Western secularisation compared to growing religiosity in other parts of the globe, with some also contrasting the continuing strength of Christianity in the USA in comparison with other, more secular Western societies. Some also considered the growth in 'New Age' religions, spiritual shopping and/ or the tendency for 'believing without belonging' in Western cultures with the growth in fundamentalist religiosity in some other countries. It was common for candidates to present just two points, which limited their response to Level 3.

	AfL	Centres should encourage their students to identify three different points to fully address a 10 mark question in Section B.
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Question 11

11* Assess the view that religion, belief and faith are declining in the younger generations.

[20]

Many candidates used statistical evidence to either challenge or to refute this view. Most commonly, evidence in support referred declining church and Sunday School attendance in Western countries, with supporting statistics. Causal factors relating to more secular beliefs among the young tended to relate to often unsubstantiated claims regarding the increased role of science in explanations for younger people rather than religion. Some referred to younger people's use of new media and media now being the opium of the people. Many also referred to spiritual shopping as indicating that young people were spiritual if not religious - this was used to support or to challenge the view in the question by different candidates. The cohort effect was also commonly discussed, and also Voas and Crockett's ideas on intergenerational decline. Weaker responses focused on secularisation in a more general way, with little application to younger generations.

Candidates seemed to struggle more with evaluation for this question than with evidence supporting the view. Evaluation tended to focus on non-Christian religions' membership being higher among the young, citing Modood's research, for example, and Mirza. Some strong responses highlighted how some young members of ethnic minority groups were more religious than their parents due to issues of identity. Some also applied Davie's ideas on 'believing without belonging' or postmodern views on spiritual shopping to evaluate the view, although did not always apply this directly to age.

Question 12

12* Evaluate Marxist explanations of the relationship between religion and social change.

[40]

Most responses focused on the traditional Marxist view of religion as a conservative force, with many purely focusing on aspects of Marx's ideas on alienation, and religion as the 'opium of the people'. Some then used neo-Marxist views to evaluate, while others presented neo-Marxist views, particularly those of Gramsci and Maduro, as further knowledge in relation to Marxist views. Candidates were credited in the way which most reflected how they presented the material, and when there was ambiguity, in the way that most benefited them. Thus, if other evaluative material was present, and knowledge lacking in range, the neo-Marxist material was taken as further knowledge. Other evaluation came from contrasting other theories such as functionalists, Weberians and feminists. However, these were often merely juxtaposed, and also sometimes completely strayed from the focus on social change. For example, some responses highlighted how religion is not solely in favour of the ruling class but is detrimental to women promoting patriarchy and continuing to contribute to women's subordination. This attracted no credit for AO3, since it is not challenging the Marxist view on the relationship between religion and social change.

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