



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
SOCIOLOGY – COMPONENT 1
A200U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 1 – SOCIALISATION AND
CULTURE

SUMMER 2025 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

Culture is central to all societies and includes norms, values, traditions, beliefs, and customs. Culture changes over time as norms and values change, and some things that were once thought to be important are no longer seen that way. What society thinks is important dictates what is regarded as acceptable behaviour.

1	1
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With reference to the item and sociological knowledge, explain the meaning of the term values.

[5]

AO1 band 3 answers will contain accurate knowledge which will include a definition of the term.

AO2 band 3 answers should demonstrate sound understanding through examples including references to the item.

Indicative content

- Definition of the term which will focus on things that we regard as important
- Values change over time
- Examples to illustrate understanding
- Reference may be made to norms demonstrating values
- The item should be used to illustrate understanding and as a catalyst for demonstrating knowledge and understanding of the term.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
3	3 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/question. Reference will be made to the item to show the ability to select appropriate examples.
2	2 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	
	0 marks NRSP	0 marks NRSP

1 2

Using the item and sociological knowledge, explain how individuals learn expected ways of behaving. [15]

For band 4 in AO1 and AO2, there should be accurate use of key terminology illustrating the process of socialisation. In AO1 band 4 answers there should be appropriate examples used to demonstrate understanding. Where the item is used effectively in answers this will be consistent with band 4 AO2 marks.

Indicative content

- Reference should be made to more than one agent of socialisation
- Terms such as sanctions, role model, imitation should be expected
- There should be use of specific concepts linked to agencies such as peer groups, education, media and family
- There should be appropriate selection and use of concepts such as norms, values, peer pressure and hidden curriculum
- The focus should be on behaviour and this should be illustrated in the examples offered
- The item should be used to illustrate understanding and possibly linked to primary and secondary stages of socialisation.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question. There will be appropriate use made of the item to demonstrate understanding.
3	5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	4-5 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question. Some reference will be made to the item.
2	3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question
	0 marks NRSP	0 marks NRSP

Section B

Option 1 Families and Households

2	1
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There has been an increase in the number of people living alone in contemporary UK society. Using sociological evidence and examples explain reasons for this.

[15]

Expect a range of reasons supported by evidence with explanations of their influence on increased rates of people living alone.

There should be several points supported by evidence. There should be an explanation of how each point demonstrates the reasons for the growth in living alone. For band 4, AO1 points should be clearly supported by evidence. For band 4 AO2, the link between the points, evidence and question must be made and clearly explained.

Indicative content

- Changing values, for example the growth of secularisation, and changing attitudes towards marriage and towards living alone
- The growth in the independence of women and control of fertility. This could mean a period of living alone
- The growth of individualism: Beck and Beck-Gernsheim- following your own desires and living alone might be a result
- Confluent love-Giddens- this may cause delays in people finding partners
- Delaying marriage - average age has increased, which could be linked to an increase in people living alone
- Higher value placed on careers before having children
- Changing roles and expectations of women; Legislation such as the 1975 Equal Pay Act, 1975 Sex Discrimination Act, 2006 Equality Act, abortion laws, divorce laws, the contraceptive pill which have changed expectations and given greater economic independence to women; Scare, Wilkinson. This may have given more opportunities for women to get divorced
- Increase in divorce and relationship break down linked to an increase in people living alone.
- Increased life expectancy for some which might result in living alone.

Any other relevant and supported point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
3	5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	4-5 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
2	3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

Expect responses to focus on feminist and radical psychiatry ideas. There is scope for a fairly balanced discussion here.

- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing, which emphasise the negative side of families and the notion that nuclear families are not good for individuals or society. They focus on the “dark side” (negative effect) of family life
- Feminist ideas and writers such as Millet, Oakley, Firestone who argue that traditional families are dangerous for women and children
- Support for the feminist view could come from Duncombe and Marsden, Delphi and Leonard, Stanko and any other that presents a critical view of family life. But this evidence needs to be linked to feminist claims/the focus of the debate.

To challenge

- The increased significance of grandparents; Ross et al; how this is good for individuals and society. Family life is better
- The focus should be on evaluating feminist v functionalist and New Right ideas about the family: Murray and the link between social problems and other types of family
- Durkheim and Parsons; role of the nuclear family and the view that it is essential for individuals and society
- The universality of family and what that implies
- There may be a consideration focused on various family forms such as reconstituted families, cohabitating families, same-sex families and the extent to which they can be considered as evidence of diversity and contradicting the notion of the “dark side” (negative effect). People leaving bad relationships
- The role of the family as a support network.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question.	7-9 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Discuss sociological views of the diversity of family types in UK society. [35]

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Postmodern ideas that consider diversity as a feature of contemporary life; Stacey, Chester.
- There should be a consideration of the diversity of family forms such as:
 - reconstituted families
 - cohabitating families
 - same-sex families and the extent to which they are supported or criticised by various theories
- Concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad.
- Growth of co-habitation could support a postmodern view - Morgan, Chandler, Barlow et al.
- Individualism.
- Postman - childhood.
- Featherstone and Hepworth - life course changes.
- Gibson - choice.

To challenge

- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the negative side of families but also the focus of the notion that nuclear families are important to society/capitalism.
- The discussion will also examine functionalist and New Right ideas about the value of the family including reference to the universality of the family.
- New Right thinkers who are very critical of diversity.
- Murray criticises lone parents.
- Cockett and Tripp link "failure" to diversity and in particular lone parent families.
- The continued existence of family in whatever form.
- The increased significance of grandparents; Ross et al.
- Late-Modernists such as Anthony Giddens suggest that even though people have more freedom, there is still a structure which shapes people's decisions.
- Contemporary Feminists disagree with Postmodernism, pointing out that in most cases traditional gender roles, which disadvantage women, remain the norm. Feminist ideas about the family and particularly family structure [Benston, Ansley, Feeley] should be examined.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 element 1a
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 2 Youth Cultures

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Some boys join youth subcultures. Using sociological evidence and examples explain reasons for this. [15]

There should be several points supported by evidence. There should be an explanation for the reasons why some boys join youth subcultures. For band 4, AO1 points, should be supported by evidence. For band 4 AO2, the link between the points, evidence and question must be made and clearly explained.

Indicative content

- Identity
- Search for excitement and role models - Sewell
- Resistance to authority - Willis
- Crisis of masculinity - Connell, Sewell, Mac an Ghaill
- Reference to spectacular youth cultures and the predominance of males

Any other relevant point

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/question.
3	5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	4-5 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/evidence, some of which are applied and interpreted in the context of the debate/ question.
2	3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

3	2
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Evaluate interactionist explanations of the relationship between youth subcultures and deviance. [35]

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

There should be clear discussion of how youth has often been associated with deviance, especially with spectacular youth sub-cultures.

- Patterns of crime and deviance; PRC, Home Office, CSEW
- Cohen, Mods and Rockers; moral panics
- Disaffected youth; Cohen, Hebdidge, ethnocentrism
- Becker; the impact of labelling on perceptions of youth and on the relationship between youth and deviance
- Self- fulfilling prophecy
- Deviance amplification
- Cicourel and Holdaway looked at the way that ethnic minorities are labelled and targeted by the police.

To challenge

- The relationship based on resistant youth sub-cultures and counter cultures; Jefferson
- Marxist claims that blame capitalism not labelling - Phil Cohen, frustration leads to deviance
- Taylor, Walton and Young say that crime is a resistance to capitalism
- Postmodernists refer to a crisis of masculinity that leads to crime
- Lyng- edgework
- Patrick; Glasgow gang, anti-school sub-cultures Willis, Mac an Ghaill
- The rise of girl gangs and ladettes; Archer, Wilson, rave culture McRobbie and Thornton
- Change; consumerism, Bennett
- Postmodernist ideas.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be clear evaluation of postmodernist ideas and the notion of neo-tribes and mix and match rather than distinct groups
- Marxist - youth cultures as an expression of working-class resistance to capitalism – P. Cohen, Jefferson and Hall, Clarke, Hebdige, examples from the past used to illustrate examples of spectacular youth cultures
 - Teddy Boys
 - Mods and Rockers
 - Hippies
 - Skinheads
 - Punks
- Feminist - youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber) more contemporary examples such as girl gangs or female sub-cultures based on style
- Postmodernist - youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities
 - New Romantics
 - Goths
 - Emos
 - Hip-Hop
- Reference to the changing nature of youth culture and subcultures and an examination of how social change may have had an impact on the role of youth cultures and subcultures such as the growth of the media, globalisation, the changing role of women
- The rise of girl gangs with distinctive style
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, mainstream sociology.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question.	7-9 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Section C

Option 1 Education

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| 4 | 1 |
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- Using sociological evidence and examples, explain sociological views of the role of education. [15]

There should be several points supported by evidence. There should be an explanation of each point in relation to the focus of the question. For band 3 AO1, points should have supporting evidence for at least two points made. For Band 4, a clear explanation of each point should be made. For each point, supporting evidence should be present. There should be a clear focus on the question in the points explained.

Indicative content

- Functionalist views of the role of education: secondary socialisation, social solidarity, preparation for adult roles Durkheim, Parsons
- The notion of meritocracy and the work of Davis and Moore; schools are “sorting houses for talent” with evidence to support such as Hernstein and Murray
- Marxist ideas about processes inside schools and schools as middle-class institutions; Althusser, Bourdieu, Sullivan, Reay, Bowles and Gintis
- Marxist ideas that the role of education is to reproduce social inequality – the status quo.

Any other relevant point.

Band	AO1 elements 1a &1b	AO2 element 1a
4	7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	4-5 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

4 2	Discuss sociological explanations for gender differences in educational attainment. [35]
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Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Brief outline of patterns; the improvement of girls, relative failure of boys BUT there should be an understanding that many boys succeed
- Possible explanations for the success of girls:
 - changing attitudes and expectations, Sharpe, Francis and Skelton, Wilkinson
 - changes in the economy equals more opportunities for females
 - the impact of feminism that led to changes in legislation and greater awareness of gender equality
 - differences in socialisation patterns that are more likely to encourage books, writing and activities conducive to educational success
- BUT there are failing girls; growth of ladette culture, Jackson and anti-school female sub-cultures, Archer
- Possible explanations for the relative failure of boys:
 - Crisis of masculinity; Mac an Ghaill
 - Lad culture - particularly working-class boys and the aspirations of boys; Francis
 - Sewell; the failure of some black boys
- Socialisation that tends to encourage activities not conducive to success in education
- The impact of social class that affects boys and girls:
 - material deprivation
 - cultural factors
- The impact of ethnicity
 - Racism
 - Tiger mums
 - Differences between ethnic groups.

Any other relevant points.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- The focus will be on Marxist ideas about deprivation with supporting evidence versus the functionalist view of innate ability and meritocracy being the cause of success/ failure
- McKnight, Smith and Noble, Callendar and Jackson, Forsythe and Furlong and any other relevant study showing the influence of material factors on attainment and on choices
- Marxist ideas about processes inside schools and schools as middle-class institutions; Althusser, Bourdieu, Sullivan, Reay, Bowles and Gintis. The idea that outside factors are compounded by inside factors for children from lower social class backgrounds
- Alternative arguments explored in relation to inside school factors such as labelling and self-fulfilling prophecy. Classroom studies such as Connelly, Mirza, Connell that could be used to criticise the influence of material factors
- Sewell and the search for masculine identity for some boys which can involve outside school factors impacting on success in education could be used to criticise
- Wider factors linked to class, ethnicity and gender may form part of the discussion
- A judgement should be made about the impact of poverty for top band AO3.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/ question.	7-9 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 2 Media

- | | |
|---|---|
| 5 | 1 |
|---|---|
- Using sociological evidence and examples, explain how minority groups are represented in the media [15]

There should be several points supported by evidence. There should be an explanation of each point in relation to the focus of the question. For band 3 AO1 points should have supporting evidence for at least two of these points. For Band 4, a clear explanation of each point should be made. For each point supporting evidence should be present. There should be a clear focus on the question in the points explained.

Indicative content

NB The response must focus on minority groups. Males/ females are not minority groups. Different ethnic groups, age groups, types of gender identification, religious groups would be acceptable. If the answer looks at females or males place it no higher than band 2.

Age

- Youth and deviance; Cohen
- Thornton and drug-taking
- Moral panics related to youth
- Over reporting of negative stories in the news
- Old age as decline
- Under representation of old people in the media; Signorelli
- Stereotypical representations
- Change in the representation of old age: Dail, Featherstone and Hepworth

Ethnicity

- Racist reporting
- Action for Children- in 2021 research found less than a quarter of four- to 18-year-olds in the UK believed they saw children that looked like them on television
- Hodgkinson- underrepresentation of minority groups
- Negative representations- coverage of events like recent Black Lives Matter demonstrations or the treatment of Meghan Markle, the Duchess of Sussex, have prompted questions about whether the UK news media itself still has a racism problem
- Change equals more positive role models in the media

LGBTQ+

- Changing representations
- YouGov research 2022 - LGBTQ+ 50% saw representations as negative
- Just Like Us found similar perceptions. But the existence of the charity is a sign of change
- Action for Children has contributed to a steady increase in the representation of LGBTQ+ characters in TV series, many were positive. For example, Heartstoppers, Schitt's Creek, Julien is a Mermaid.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
3	5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	4-5 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
2	3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

Discuss the view that media representations of females are based on outdated stereotypes.

[35]

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Answers should examine females; more change in the representation of females, there should be examples
- However, representations also remain stereotypical
- The metrosexual male – Mort, Rutherford, Gauntlett who argue that representations of males are more varied to account for different masculine identities
- Claims that representations of females are less varied, with supporting examples
- Ferguson - the cult of femininity challenged by Winship
- Wolf - the sexual objectification of women
- Cumberbatch - stereotypes
- Tebbel - focus on slimness in teenage girl magazines
- Collier claims that the way that males are represented re-affirms stereotypical ways that females are represented
- McNamara claims that females continue to be represented in stereotypical ways
- Females –Tuchman and the symbolic annihilation of women
- Tunstall agrees as do Martinson et al, Cochrane, Gill
- Wolf, Cumberbatch agree that representations remain stereotypical, but Gauntlett says there has been change and this is reflected in female perceptions of self-image
- The “me too” movement may have affected some change.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/ question.	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Assess the view that the media is controlled by rich and powerful monopolies. [35]

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- The emphasis should be on sociological views of media control and content, for example, traditional and neo-Marxist views of the ownership and control of the media such as:
 - agenda setting, ideology, cultural hegemony, the power of the media
 - ownership with relevant examples
- Marxist ideas about ideology (Miliband, Tunstall and Palmer, Curran, Trowler)
- Cultural hegemony and the work of the Glasgow University Media Group for example, agenda setting. Examples of news reporting based on their research
- Issues linked to ownership and control relevant to the debate for example:
 - an outline of trends in the ownership of the media concentration
 - the work of Ben Bagdikian with examples to illustrate newspaper ownership such as “press barons” and corporate business
 - horizontal integration or cross media ownership, vertical integration to maximise profits convergence such as mobile phone providers working with broadband suppliers.

To challenge

- Pluralist: Whale, public service broadcasting, choice and the role of the internet in news reporting
- The BBC is bound by Royal Charter to be objective and to, “inform, educate and entertain”
- New media
- The range of media products gives more control to the audience
- Postmodernist ideas such as Levene
- diversification with relevant examples including synergy and branding.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	9-11 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Religion

6 1

Using sociological evidence and examples, explain reasons for the decline in belief and faith in younger age groups. [15]

There should be several points supported by evidence. There should be an explanation of each point in relation to the focus of the question. For band 3 AO1 points should have supporting evidence. For Band 4, a clear explanation of each point should be made. For each point supporting evidence should be present. There should be a clear focus on the question in the points explained.

Indicative content

- Madge et al - as young people grow, they are influenced by different groups, and this affects how they relate to religion. Peer pressure, fashions, opportunities
- Young people are attracted to some religions more than to others -Aldridge
- Secularisation is generational - Voas and Crockett. Each generation is less likely to socialise their children into a specific religion
- Religious affiliation is declining more in certain religions such as Christianity
- Lynch suggests a changing nature of belief in young people. Traditional religions are less attractive
- Younger age groups are more individualistic. Religion does not attract them as much

Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ question.
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1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

Discuss sociological explanations for the relationship between ethnicity and religion. [35]

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Religion of minority ethnic groups can be a source of explicit and active commitment, with many members of minority ethnic groups rating their religion highly in terms of how they live their lives; Modood
- The relationship between ethnicity and religion has offered support for those who argue against the notion of secularisation
- The 2011 census showed 93% of people with no religion were from a white background
- Pentecostal churches help meet the specific needs of the black community in Bristol, Pryce
- Some minority ethnic groups may be caused to turn to religion as a source of support in the face of racism; Cashmore & Troyna
- Beckford; religion as a source of liberation
- Church attendance among minority ethnic groups is increasing partly as a result of immigration, also the intense community involvement of black churches; Brierley
- The religion of minority ethnic groups has a social and cultural significance in addition to religious commitment, Bird
- The religion of minority ethnic groups acts as a cultural defence and cultural transmission, Wallis and Bruce
the popularity of Islam; Chryssides

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
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6 3	Assess the view that religion plays an important role in contemporary UK society.
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[35]

Answers will make judgements of the sociological concept, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

The focus here should be on the word 'important'. Important in what ways? And, does it play an important role?

- Marxist ideas – opium, ideological apparatus, legitimating social inequality, disguising exploitation, false consciousness, social control. Bruce supports these ideas
- Evidence such as Halevy, Leach, Hook
- Criticisms - religions survived in communist Russia despite attempts to destroy them and defame them. McGuire says the relationship between religion and society is more complex than Marx suggests
- Weberian ideas -Protestant work ethic
- Functionalist ideas such as – socialisation, social integration, social solidarity and the collective conscience, prevention of anomie; Durkheim
- Criticisms of Durkheim- small scale research evidence, his ideas are not necessarily applicable to large scale societies
- Coping with life-changing events, value consensus, social order, social integration; Parsons
- Criticisms – religion often causes friction between groups, not integration
- There may be an assessment of the sociological explanations of the relationship between religion and gender in terms of the role of religion such as: feminism - religion as an oppressive and patriarchal institution – Simone de Beauvoir, Nawal El Saadawi functionalism, religion and gender roles
- Criticisms of Marxist ideas that focus on secularisation and rejection of religion
- The growth of NRMs as an indication of the benefits of religion and religion as a choice
- Secularisation is a key line of discussion here.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP