



GCE AS MARKING SCHEME

SUMMER 2025

**AS
SOCIOLOGY- COMPONENT 1
SOCIALISATION AND CULTURE
B200U10-1**

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 AS SOCIOLOGY
COMPONENT 1 – SOCIALISATION AND CULTURE
SUMMER 2025 MARK SCHEME

Section A

Compulsory question

1. Read the item below and answer the following questions.

Over the years there have been a number of reported cases of **feral children** or wild children. Some of these children may have been raised by wild animals such as wolves, monkeys or wild dogs. This might have been a result of being orphaned or abandoned. Some children may become feral or wild as a result of not being able to interact with other humans. In all cases these children have not been exposed to expected ways of behaviour in society.

- (a) With reference to the item and sociological knowledge, explain the meaning of the term **feral children**. [5]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples and /or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

Indicative content

- A clear definition of the term
- Will not have experienced normal primary socialisation into the norms and values of society. Examples may be given in support, such as learning to speak, walk, use knives and forks
- As noted in the item, little or no human contact, lack of human role models
- Can be seen as a form of neglect, abandonment or abuse
- Answers are likely to reference the nature vs nurture debate, with feral children giving support to the idea of nurture
- Explanations may be supported with relevant examples; Oxana Malaya, Genie
- Item should be used to demonstrate understanding. It should not be copied.

Any other relevant point.

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

- (b) Using the item and sociological knowledge, explain how any **two** agents of socialisation transmit expected ways of behaviour. [10]

Answers should examine **two** agents of socialisation for band 3 in AO1 and AO2. There should be accurate use of key terminology, illustrating the process of how both agents transmit expected ways of behaviour for band 3 AO1. Appropriate examples should be used to demonstrate understanding for each agent and where the item is used effectively this will be consistent with band 3 AO2.

Indicative content

- There should be reference to two agents of socialisation that influence and transmit expected ways of behaviour
- Agents may include family, peers, education, media, religion, work and media
- Expect to see terms such as rewards and sanctions as well as role models and imitation, with examples used to support answers
- The use of formal and informal sanctions
- The focus must be on how each agent transmits expected behaviour
- Candidates are likely to reference the family as one agent, with support from the item.
- The item should be used but not copied.

Any other relevant point.

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

SECTION B

Choose **one** of the following options

Option 1 Families and Households

Compulsory question

2. (a) (i) Describe what is meant by the term living apart together. [10]

Answers should include accurate knowledge for band 3 AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

Indicative content

- There should be a clear definition of the term living apart together
- Approximately 10% of adults live in this sort of arrangement.
- It refers to a situation where individuals are in a long-term and committed relationship but do not share a single household
- Part of the postmodern explanation of diverse families and households. May be linked to the work of Stacey
- Reference to the work of Levin may be made
- Reference to the work of Gerstel and Gross
- A cross-cultural example of Sweden may be used

Any other relevant point.

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

- (ii) According to the National Centre for Social Research in 2012, 31% of parents felt the best arrangement for the care of pre-school children was for the mother to stay at home and the father to work full-time. In 2023, this had decreased to 18%.

Explain **two** sociological reasons why there may have been this change in attitudes towards the care of pre-school children. Use sociological evidence to support your answer. [15]

There should be **two** reasons supported by evidence. There should be an explanation of each reason in relation to the focus of the question. For Band 4 AO1 there should be **two** reasons with supporting evidence/examples for both. For band 4 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Clarify what is meant by pre-school. Children under five in nursery or at home but not in full-time education
- Changing attitudes to gender roles in the family
- Traditional roles such as those espoused by Parsons and other functionalists are declining
- Reference to the work of Beck and Beck-Gernsheim
- More women pursuing a career
- Rise in family diversity. The work of Stacey may be cited
- March of progress - with families becoming more equal it is increasingly expected that a mother will return to work
- An aging population - the increasing number of grandparents being involved in the care of their grandchildren, allows for mothers to return to work. With the older population being fitter, healthier and more independent than previously, possibly linking to Ross et al
- The increasing number of beanpole families, allowing for greater childcare opportunities
- There may also be reference to the increasing cost of living leading to changing attitudes in terms of parents returning to work when their child is old enough.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	5 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/question.	2 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 apply and/or interpret sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

Either,

- (b) Evaluate Marxist views of the role of families and households. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect a clear and detailed exposition of Marxism in relation to families and households
- Reference to the work of Engels may be made
- Family serves the interests of capitalism and property ownership
- Values such as competition and materialism may be referred to
- The notion of a false class consciousness whereby individuals believe they can attain what the upper classes have
- Consumerism linked to the value of keeping up with the Joneses
- The work of Zaretsky may be used and the notion/illusion that the family is separate to the state and the economy. Zaretsky argues in fact that the family is a prop to capitalism

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- The work of Marxist feminists such as Benston and Ansley
- The work of radical feminists such as Delphy and Leonard and also of Greer
- Liberal feminists - Somerville argues families follow traditional paths partly because they needed to work to survive
- Functionalist views of Parsons
- Work of the New Right and Murray
- Diverse family types – the work of Calhoun may be referred to.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/ question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/ question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or,

- (c) Discuss reasons for the range of family types in the contemporary UK. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Clear explanation of what is meant by family types meaning there is no such thing as a typical family
- Expect reference to family diversity
- Extended family types linked to the work of the Rapoports
- One-parent families linked to the work of Allan and Crow
- Postmodernism and family diversity linked to the work of Beck and Beck-Gernsheim
- The work of Stacey. Women rejecting the traditional role of housewives. They seek separation and divorce and then form reconstituted families. She also referred to the divorce-extended family
- The role of grandparents linked to the work of Brannen
- Anthony Giddens argues that greater gender equality has led to significant changes in the nature of family life. There is greater diversity

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- A significant number of people, according to the ONS, still live in nuclear families
- The work of Chester, who argues that family diversity is exaggerated
- The work of Leach may be used and the notion of the cereal packet image
- Lesbian and gay families are often based on traditional roles
- Reference to family types such as nuclear family linked to the work of Parsons.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/ question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/ question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments 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 Culture

Compulsory question

3. (a) (i) Describe what is meant by the term bedroom culture [10]

Answers should include accurate knowledge for band 3 AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

Indicative content

- Definition of the term bedroom culture. Private spaces used by girls
- Girls use their bedrooms to retreat from the social sphere where they are at risk of harassment by boys
- The work of McRobbie may be used
- The work of Lincoln may be cited. She argues that their bedrooms are no longer so private for girls and boys may be let in
- The work of Blackman may be used. Although male, as a researcher, he was given access to girls' bedrooms.

Any other relevant point.

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

- (ii) There is a range of youth subcultures in the 21st century. Examples of subcultures include, cybercultures, emos, gamers, hip-hoppers and hipsters.

Explain **two** sociological reasons why young people join subcultures. Use sociological evidence to support your answer. [15]

There should be **two** reasons supported by evidence. There should be an explanation of each reason in relation to the focus of the question. For Band 4 AO1 there should be **two** reasons with supporting evidence/ examples for both. For band 4 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Labelling of students and young people, the use of an elaborate language code, streaming leading to a self-fulfilling prophecy and to the creation of anti-school subcultures; Hargreaves, Lacey, Ball
- Development of identity; Mac an Ghail
- Rejection of a capitalist society and resistance of the class system; Hall, Jefferson, P. Cohen, Hebdige
- Functionalist views of subcultures as a rite of passage, the generation gap creating a need for subcultures whilst in the transitional state; Parsons
- Subcultures formed due to status frustration; A. Cohen
- Subcultures as part of gender socialisation; the work of McRobbie with regards to music.

Any other relevant point

Band	AO1 elements 1a & 1b	AO2 element 1a
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	5 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	2 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 apply and/or interpret sociological theories/ concepts/evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

Either,

- (b) Evaluate the view that youth subcultures are based on resistance to capitalism. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Clear explanation of youth subcultures. Groups of young people who may share common views on music, fashion or politics or who live in the same area
- Explanation of capitalism
- Expect to see links to Marxism and neo-Marxism and a focus on resistance to social class inequalities
- Emergence of youth subcultures as a result of unemployment, decaying inner city areas and general lack of opportunities for working class youth, linked to the work of the Centre for Contemporary Cultural Studies (CCCS). The work of Brake might be used to support this argument
- The work of the members of the CCCS such as Hebdige, Cohen, Clarke. Considered spectacular youth subcultures and the way they resisted capitalism and mainstream society
- The work of Hall and Jefferson is likely to be used. They argue youth subcultures were in opposition to the dominant hegemonic ideology
- The resistance by youth subcultures who feel oppressed by economic and social problems.

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation from those who argue youth subcultures are based on racism and sexism
- Feminists who argue females have been ignored in much research
- Minority ethnic groups are similarly ignored
- Muggleton argues youth subcultures were not just working-class
- Most young people are not members of youth subcultures
- In the late 20th century/early 21st century youth subcultures were fluid and often short lived. The work of Thornton and of Bennett could be used.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or,

- (c) Discuss the view that youth subcultures are linked to ethnicity. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- A clear exposition of youth subcultures in relation to ethnicity
- Detailed exposition of ethnicity. Minority and majority
- The work of Hall could be used and the way in which the media scapegoats young black people, particularly males
- Young black males are depicted as muggers
- Black youth subcultures developed as resistance to capitalism. The work of Hebdige is useful here
- Minority ethnic groups, particularly students from black heritage, often placed in lower sets in schools, linked to the work of Wright
- Consideration of BrAsian culture linked to the work of Johal.

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- White youth subcultures often racist but listen to black music. The work of Clarke details this
- Youth subcultures formed that are not based on ethnicity
- Gender linked to the work of Thornton
- Class and the work of the CCCS
- Hybrid subcultures
- Comparisons may be made between other subcultures such as those linked to gender, the resistance of the class system
- There may be discussion with regards to Postmodernist views rejecting the formation of subcultures in contemporary society; Willis, Bennett

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

SECTION C

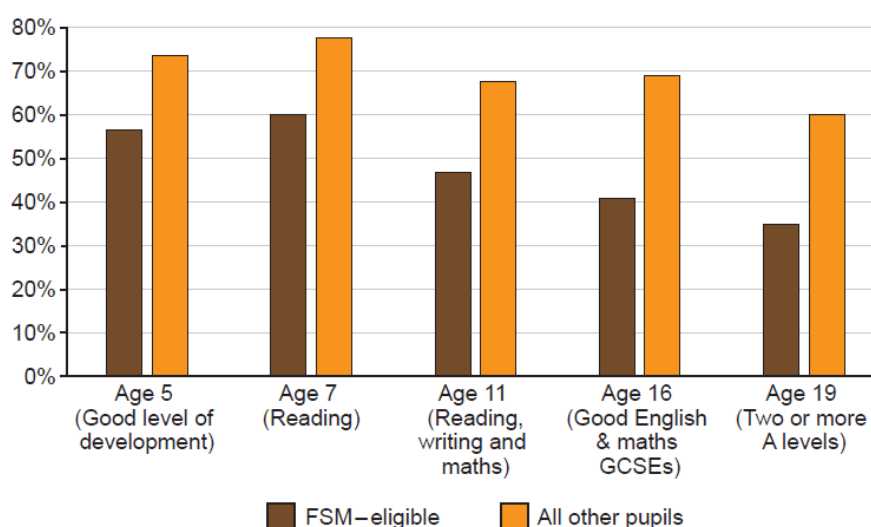
Choose **one** of the following options.

Option 1 Education

Compulsory question

4. (a) Study the following item and answer all of the questions.

Attainment gaps between students eligible and not eligible for free school meals (FSM) at different stages of the education system, 2019



Source adapted from: Institute for Fiscal Studies education inequalities report (ifs.org.uk)

- (i) Summarise the item which shows the attainment gaps between students eligible and not eligible for free school meals at different stages of the education system. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item. Expect to see reference to a range of points which should be supported by accurate data from the item. Expect to see terms/phrases such as greater than or less than. Also, in comparison and similar to.

Indicative content

Expect to see reference to a range of points:

- Those who are not eligible to receive FSM achieve better at each stage
- At the age of 5, 56% of those eligible for receiving FSM were showing a good level of development, in comparison with 73% of all other pupils, a difference of 17 percentage points
- The achievement for both groups is highest at age 7
- The greatest difference in attainment levels is for those aged 16 and achieve good maths and English GCSEs
- 60% of those eligible for FSM could read at age 7, but for all other pupils this was 78%, a difference of 18 percentage points

- The attainment of those eligible for FSM rose slightly between the ages of 5 and 7, but then declines each year
- 34% of pupils eligible for FSM attained two or more A levels, whereas for all other pupils this was 60%, a difference of 26 percentage points
- For those not eligible for FSM, the attainment levels rise and fall across the age ranges

Any other relevant point.

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

- (ii) Explain two sociological reasons why outside school factors may impact on the attainment of those students eligible for free school meals (FSM). [10]

There should be two sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO1 band 3).

Indicative content

- There should be two clear, different reasons, which may be linked to the graph
- Answers may discuss material deprivation with a clear understanding on the impact that this will have on education; work of the Joseph Rowntree Foundation, Halsey, Douglas
- Answers may discuss cultural deprivation with a clear understanding of the impact that this will have on education; Douglas
- Attitudes to education from those in lower classes acting as a barrier, and the concept of immediate gratification; Sugarman, Hyman
- Expectations placed on students outside of school to get jobs, leading to poor attendance
- Health issues caused by poor living standards leading to absence
- There should be examples used to support answers written.

Any other relevant point.

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

Either,

- (b) (i) Using sociological evidence and examples, explain the meaning of the term educational attainment. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Clear definition of educational attainment. The highest level of education completed by a person, but candidates may also refer to grades achieved
- Link to the notion of equal opportunity. Functionalists argue the education system is meritocratic and therefore the level of attainment is due to a pupil's capability
- Answers may be developed to consider the idea of educational attainment linked to class, with discussion as to the impact of cultural and material deprivation on educational attainment. The work of Smith and Noble may be used
- Answers may be developed to consider the idea of educational attainment linked to gender. White working-class boys tend to do less well than others, thus impacting educational attainment. Labelling may be cited as a factor
- Answers may be developed to consider the idea of ethnicity and educational attainment. Racism may be considered as a limiting factor according to Gilroy, Sewell and Modood
- Statistical data is likely to be referred to in support of points raised.

Any other relevant point.

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

- (ii) Assess the view that the function of education is role allocation. [25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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

- Functionalist Perspective. Stratification. Education as a mechanism for sifting and sorting into appropriate roles; Davis and Moore
- The concept of meritocracy, with the most able achieving the best qualifications and taking the most functionally important roles in society. Possible support from Saunders with inequality being necessary and justified
- Education legitimising inequality based on individual effort
- Education providing a bridge between particularistic values of families to universalistic values of wider society, this may be linked to role allocation and future occupations; Parsons
- Education equips individuals with the necessary skills and knowledge for future roles, possibly supported with examples such as those from vocational pathways
- New Right views of the role of education preparing individuals for the workforce, linking to competition to improve standards; Chubb and Moe
- Marxists perspectives may be used in support, with the correspondence principle preparing pupils for work, although these views will see the idea of role allocation as being negative
- Althusser and the link between education and the ideological state apparatus, with education acting as a way of separating individuals into their job roles.

Expect to see specific criticisms/evaluation of all points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- Feminists who argue education is not meritocratic, rather there are sexist and racist aspects to education. Linked to the work of Mirza and Fuller
- Cultural capital. Middle-class students are more likely to succeed in education due to their social advantage rather than merit; Bourdieu
- Streaming and setting based on social background and not ability, with those in lower sets receiving a restricted curriculum and limited in terms of academic achievement in examinations; Ball
- Marxist views on the myth of meritocracy. Education reproduces and legitimises class inequality rather than allocating roles by merit, with school reflecting the hierarchical structure of the workplace; Bowles and Gintis

- The hidden curriculum socialises students to become an obedient workforce, this may also be used in support of the argument
- Education does not allocate roles, instead it channels students into predetermined class positions within the workplace which reinforces social divisions; Willis
- Education transmitting norms and values and social solidarity rather than as a tool for role allocation; Durkheim
- Labelling of students based on class and appearance rather than ability leading to a self-fulfilling prophecy, which undermines role allocation and can show institutional bias; Becker
- Postmodernist perspective. Role allocation is no longer a central function of education in a post-industrial society

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or,

- (c) (i) Using sociological evidence and examples, explain the meaning of the term correspondence principle. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Definition of the term. Correspondence principle meaning education mirrors what happens in the workplace
- Proposed by Marxists – Bowles and Gintis
- Education prepares young people for the workplace
- They argue work casts a long shadow over education
- Reference is likely to be made to the hidden curriculum
- As with the workplace, the education system provides an illusion of equal opportunities
- Education provides a skilled, disciplined workforce.

Any other relevant point.

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

- (ii) Discuss reasons for the differential educational attainment of minority ethnic groups. [25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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

- Clear definition of different minority ethnic groups.
- Differential attainments according to particular group.
- Expect to see some statistics. Chinese males and females for example do better than other minority ethnic groups
- Indian Asians do well and those from Bangladeshi and African-Caribbean heritage do less well
- Reference might be made to the Swann Report
- The work of Gillborn and Mirza might be cited
- Many pupils from minority ethnic backgrounds are working-class. See data from ONS/Census
- Indian pupils are more likely to be middle-class
- The above two points mean that those pupils follow the same pattern as the indigenous white population, with material disadvantages
- There may be an added disadvantage regarding language
- Racism may be experienced in the classroom. The work of Hall on a culture of resistance particularly black males
- Labelling and stereotyping may be cited. This might be linked to the work of Bhatti and in terms of teacher expectation, The work of Strand
- Ethnocentric nature of some schools.

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- White working-class males do worse than any other group
- Research, though dated, of Willis might be cited
- Walters argues early research was predicated on poor sampling
- The work of Mirza and Fuller who found black girls resisted teacher labelling
- Higher proportion of white pupils enter HE than most other minority ethnic groups
- Tiger mothers ensure pupils from SE Asian backgrounds do well, often better than their social class might suppose. The work of Archer and Francis might be used to support this
- Overall class and gender may be as important as ethnicity in terms of educational attainment.

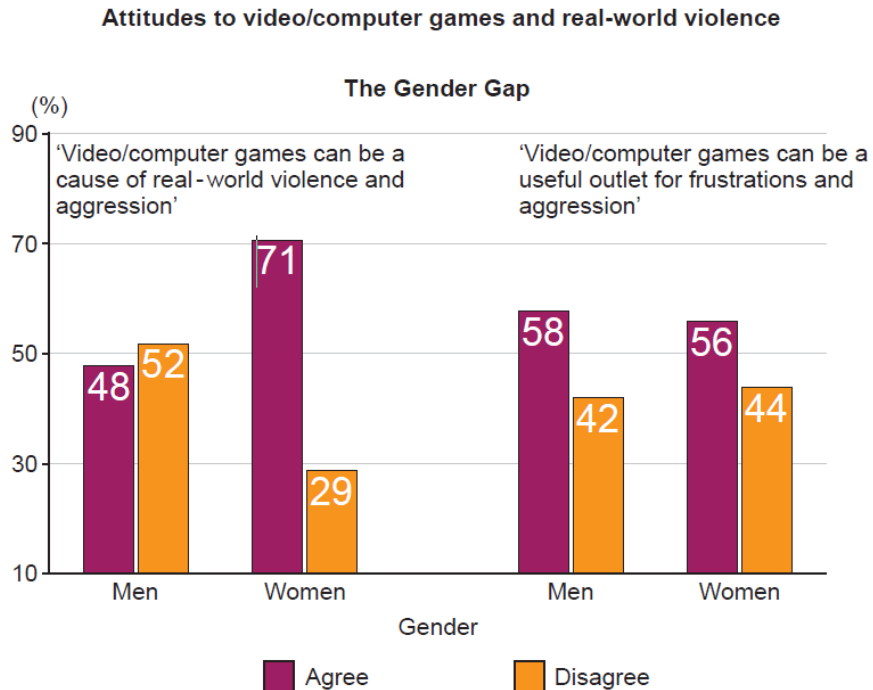
Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments 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

Compulsory question

5. (a) Study the following item and answer all of the questions.



Source adapted from: YouGov.com

- (i) Summarise the item which shows gender differences in attitudes towards video/computer games and real-world violence. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item. Expect to see reference to a range of points which should be supported by accurate data from the item. Expect to see terms/phrases such as greater than or less than. Also, in comparison and similar to.

Indicative content

- Overwhelmingly women believe that video games can be a cause of real-world violence, with 71% in agreement
- Far fewer men than women blame video games for real world violence, a difference of 23 percentage points
- More men and women agree than disagree, that computer games can be a useful outlet for frustrations and aggression. 58% of men and 56% of women agree
- There is a 4 percentage point difference between men who agree, and men who disagree, that video games cause real world violence
- There is a 42 percentage point difference between women who agree and disagree that video games are the cause of real-world violence and aggression.

- 29% of women do not blame video/computer games for causing real-world violence and aggression, but 44% of women do not think they are a useful outlet, a difference of 15 percentage points
- 56% of women think video/computer games can be a useful outlet for frustration and aggression in comparison with 44% who disagree, a percentage point difference of 12
- Fewer men disagree than agree that video/computer games can be a useful outlet for frustration and violence, a difference of 16 percentage points
- More women and men agree than disagree that video/computer games can be beneficial as an outlet for frustrations and aggressions, with 58% of men, and 56% of women agreeing, in comparison to 42% of men and 44% of women disagreeing.

Any other relevant point

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

- (ii) Explain **two** sociological reasons for the relationship between the media and real-world violence. [10]

There should be sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO1 band 3).

Indicative content

- There should be two clear, different reasons, which may be linked to the graph
- Hypodermic syringe model with media having an effect over a passive audience; Neo-Marxist Frankfurt School
- Copy-cat violence; Bandura
- Real-life examples may be used in support of answers
- Reception analysis model as a way of explaining why everyone does not turn to aggression and violence; Morley
- Deviancy amplification caused by media reports, with the creation of moral panics and folk devils; Hall, Cohen, Wilkins
- The glamourising of violence through the media, with examples
- Desensitisation; Newson

Any other relevant point.

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

Either,

- (b) (i) Using sociological evidence and examples, explain what is meant by active audience view. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- A clear definition of the term should be given. The idea that the media is less influential on its audience, rather individuals have a choice in how they use and interpret media
- Two-step flow with the development of opinion leaders; Katz and Lazarsfeld
- Reception analysis model where audiences make decisions as to the authenticity of media, and the three ways to interpret the media through preferred reading, oppositional reading or negotiated reading; Morley
- Uses and gratifications model where audiences use the media to satisfy their needs; Wood, Blumer and McQuail, Lull

Any other relevant point.

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

- (ii) Assess the view that the news is socially constructed. [25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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 a clear understanding of the term socially constructed with a focus on the media
- Marxist views on media ownership through press barons so that the media serves the needs of capitalism, only publishing media that will enforce a capitalist status quo; Glasgow University Media Group, Doyle, Edwards and Cromwell
- Organisational and bureaucratic factors influencing what appears in the news, including cost, time and space, deadlines, the audience; Schleissenger
- The use of news values and the news as infotainment; Postman
- The use of the news to create moral panics, may include statistics showing the amount of news stories dedicated to crime. Control of the audience
- The news shaped by social and cultural factors
- News as the 'lifeblood' of society; Fenton
- News is not impartial or objective, it is selected by 'gatekeepers'; McQuail
- Primary focus of news outlets is for profit; Bagdikian, Davies
- Political censorship of the news; Franklin
- Over reporting through the media to control attitudes in society; moral panics, Hall
- The power of the media in terms of shaping the audience's understanding of the world and their position within this.

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- In contrast, Pluralist views that media is a 'window on the world' simply showing what is happening, rather than being socially constructed
- Alternative views that the news can no longer be socially constructed as anyone is able to report on society, with the idea of neophiliacs and citizen journalism; Drudge
- Functionalist views with regards to the media serving as functional to society, relaying factual information to inform and protect
- The news as informative, telling the audience what is important and interesting, as well as acting as a form of entertainment; Cathcart

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or,

- (c) (i) Using sociological evidence and examples, explain the meaning of the term media saturation. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

- There should be a clear definition of the term. Postmodernist view that there are now a large range of views, voices and opinions available via online platforms
- Media saturation is now making it challenging for those in power to manipulate their audiences
- The effect of media saturation on cultural norms and values, and individuals' sense of identity
- The vast number of new media has caused an overload of information, making it difficult for audiences to process; Strinati
- The impact on education, religion and politics
- The distortion between media and reality through media saturation, hyperreality and 'simulacra'; Baudrillard
- Audiences as a global population with access to a more diverse choice
- Media saturation as a challenge to the more traditional metanarrative views.

Any other relevant point.

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

- (ii) Discuss the view that the media reinforces stereotypes of different social groups. [25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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

- A clear understanding of stereotypes in the media
- Media representations of social classes, including the marginalising of those in poverty, and labelling the underclass as welfare dependant; McKendrick, Shildrick and MacDonald
- Demonisation of the working classes, dehumanising them through labelling such as 'chavs'; Jones
- Focus on working-class deviance, stereotyping them as criminals, deviating from norms and values; Newman
- Upper- and middle-class individuals stereotyped positively in terms of job roles; Newman
- Ethnic minorities scapegoated as criminals or folk devils; Hall et al
- Media representations of age, with the media having the power to socially construct concepts of age such as childhood; Aries
- Marginalisation of groups through symbolic annihilation; Tuchman
- Portrayal of gender, women as sex objects, mothers, traditional masculinity; Easthope, Gauntlett, Rutherford
- The negative portrayal of teenagers, stereotyping them as criminals, lazy, violent, recent media coverage of youth association with knife crimes; Wayne et al
- Moral panics depicting young people as folk devils; A. Cohen
- Stereotypical depictions of the elderly in terms of wise grandparents or 'golden-agers' Williams and Yianne
- Negative stereotypes reinforced in terms of the elderly as incompetent, in poor health
- Answers are likely to consider the impact of media stereotyping on different social groups including children, teenagers, ethnic minority groups, the elderly and gender
- Examples from a range of media may be given in support of answers.

Expect to see specific criticisms/evaluation of points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Pluralist views that the media actually represents real life, a 'window on the world' and so the media simply reinforces what is happening in society
- Reflection theory and social construction theory considering whether stereotypes are rooted in reality or are socially constructed through the media
- The media acting to challenge stereotypes of gender, with positive portrayals of females, and empathetic portrayals of males; Westwood, Gill, Gauntlett

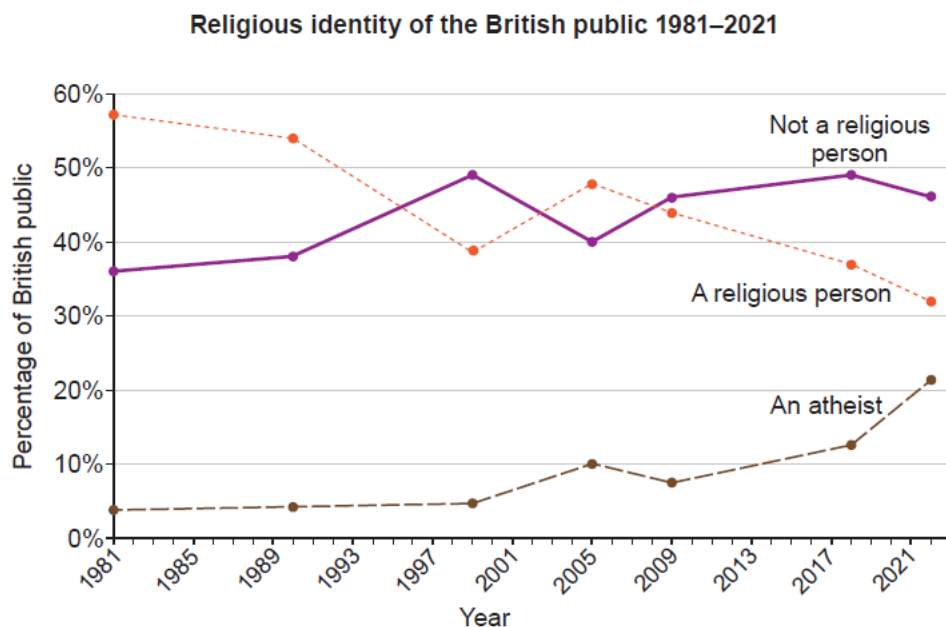
Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Religion

Compulsory question

6. (a) Study the following item and answer all of the questions.



Source adapted from: Kings College London, Policy Institute

- (i) Summarise the item which shows the religious identity of the British public between 1981 and 2021. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item. Expect to see reference to a range of points which should be supported by accurate data from the item. Expect to see terms/phrases such as greater than or less than. Also, in comparison and similar to.

Indicative content

- The number of people describing themselves as a religious person has declined since 1981
- There has been a decline in those claiming to be religious, with a decline from 57% to 32%, a difference of 25 percentage points
- There was an increase of those describing themselves as religious in 2006, but this has since been declining
- There has been a rapid increase in those who describe themselves as an atheist since 2010, with 21% of people now describing themselves as atheist in comparison with 4% in 1981, a rise of 17 percentage points
- Those describing themselves as not a religious person peaked in both 1999 and 2018 at 49%
- In 1981 46% of people described themselves as not a religious person in comparison with 56% in 2021, a rise of 10 percentage points.

Any other relevant point.

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

- (ii) Explain **two** sociological reasons for the patterns of religious identity shown in the item. [10]

There should be sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO1 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

- There should be two clear, different reasons, linked to the chart
- The rise in secularisation leading to the decline in those describing themselves as religious
- Weberian views surrounding the rise in technology and rationality taking away the need for magic, myth and tradition
- Desacralisation, with science undermining religious belief; Bruce
- The rise in New Religious Movements resulting in a slight decline of those describing themselves as not religious; Bruce
- Church no longer seen as a commitment to religion, but a commitment to community; Herberg

Any other relevant point.

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

Either,

- (b) (i) Using sociological evidence and examples, explain the meaning of the term civil religion. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- A clear explanation of the term should be given. The idea that nationalism has now become a belief system, similar to that of religion, in terms of uniting individuals through shared beliefs surrounding a national identity, such as through singing the national anthem, pledging allegiance to the flag of the country, or involvement in national festivals; Bellah
- A bond created by those who follow the same laws and rules, creating a sense of inclusion and belonging, often linked to political concepts
- Civil religion has a sense of unity and identity but without the concept of a shared god
- Civil religions experience a high level of commitment from those who follow them
- Links may be made to examples within current society, Americanism, or links to historical examples such as Nazism.

Any other relevant point.

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

- (ii) Assess the view that religions support elite groups in the contemporary UK. [25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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 to see a clear definition of elite
- A reference to Marxism and neo-Marxism
- Marx argues religion is the opium of the masses
- Religion is part of the ideological state apparatus, linked to the work of Althusser. A means by which the elite control the masses
- A means by which religion, as part of the ISA, reproduces and justifies class inequalities, legitimating class inequality
- Religion also contributes to the notion of false class consciousness
- The work of Halévy may be used – arguing Methodism distracted the working classes from their oppression and exploitation
- The work of Leach may be cited arguing the Church of England has lost its links with the working classes.

Expect to see specific criticisms/evaluation of points raised.
Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation from functionalists who argue religion contributes to the well-being of everyone in society
- The work of Durkheim is likely to be referred to
- The notion of the collective conscience
- Examples may be used, for example flag waving and singing the national anthem
- Religion stops the development of anomie
- But secularisation is occurring which may mean the elites have less control of the working classes through religion and need to rely on other parts of the ISA.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or,

- (c) (i) Using sociological evidence and examples, explain the meaning of the term spiritual shoppers. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Expect a clear definition of spiritual shopper. People follow religions rather like the fashions they pursue
- Links to postmodernism are likely to be made
- Hervieu-Leger argues parents now tend to let their children choose what to believe. She argues they become spiritual shoppers who pick and choose what elements they wish to keep while discarding those that don't fit their personal beliefs or lifestyles
- She argues religion hasn't actually disappeared, but individual consumerism has replaced collective tradition
- The work of Lyon might be used.

Any other relevant points.

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

- (ii) Discuss the view that some ethnic groups are more religious than others. [25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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 a clear exposition of what is meant by being religious
- Definitions of ethnic group, minority and majority
- There are likely to be statistics, probably from the 2021 census or the ONS data which is often based on the census data
- The highest number of non-religious people are found in the white population
- The work of Bird is likely to be used. Maintaining religious practices help to enforce and bind communities together
- Useful where people have migrated
- Bird argues, where groups have migrated, other aspects of a group's identity such as language and customs may be found
- The work of Pryce may be used; religion helps groups to deal with oppression they may be experiencing
- The work of Modood, though dated, may be used. He argues age is a factor. Younger members of minority ethnic groups are less religious than older members
- Ferguson and Hussey found those from minority ethnic groups generally more likely to be religious than those from the indigenous population.

Expect to see specific criticisms/evaluation of points raised. Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation may come from Bruce who argues there has been some decline in religiosity amongst some minority ethnic groups
- Bruce argues religion is now used more as a cultural and social activity
- Defence of cultural factors such as language and customs rather than religiously
- As groups become more integrated, they tend to be influenced by the wider secular society
- The work of Chryssides may be cited.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1 mark 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP