



GCE A LEVEL MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 1 – SOCIALISATION AND CULTURE
SUMMER 2023 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

Shared culture is at the heart of most societies. It helps to unite people and to give them a sense of belonging. Passing on culture from one generation to the next through the process of socialisation enables individuals and groups to learn about shared values and norms. Through this process people learn social roles and what is expected of them in these roles, for example, the role of mother, father, brother, sister.

1 1 With reference to the item and sociological knowledge, explain the meaning of the term socialisation. [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 socialisation – the process of learning your culture

Any of the following might be included:

- Examples of primary socialisation drawn from family, carers and possibly media.
- Examples of secondary agents and process.
- Examples of the influence of socialisation could be used to link to the item.
- Components of socialisation; processes.
- Formal/ informal.

The item should be used to illustrate understanding.

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

1 2 Using the item and sociological knowledge, explain how people learn social roles. [15]

The focus of the answer should be on how roles are learned through the process of socialisation.

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 agencies of socialisation with reference to the item.
- 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, identity, peer pressure and hidden curriculum.
- There should be specific examples explicitly linked to the transmission of culture and learning social roles such as how role models within the family transmit culturally expected gender roles to children.
- The item should be used to illustrate understanding.

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. 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 Explain reasons for changes in divorce rates in the contemporary UK. [15]

Expect a range of reasons supported by evidence with explanations of their influence on changes in divorce rates.

There should be several points supported by evidence. There should be an explanation of how each point demonstrates the reasons for changes in divorce rates. 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 divorce.
- The growth in singlehood.
- Higher expectations of marriage.
- Lower rates of marriage would have a knock-on effect to rates of divorce.
- 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.
- Any other relevant and supported 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.
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

2	2
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Discuss sociological perspectives on the diversity of family and household structures in contemporary 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

Reference to data from ONS and the Census may be used to examine the variation of family types in the contemporary UK and what this might show in relation to the predominance of any particular family type and to our understanding of what the family means. Diversity should be discussed through the various theoretical perspectives.

- Feminist ideas about the family and particularly family structure [Benston, Ansley, Feeley] should be examined.
- The discussion will also examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and what that implies. The “ideal” family type.
- 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 criticized 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.
- The role of the family as an agent of primary socialization discussed from different perspectives and focused on the debate.
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families.
- Postmodern ideas that consider diversity as a feature of contemporary life
- The increased significance of grandparents; Ross et al..... how this can be good.
- 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

Candidates may choose to examine different aspects of relationships such as domestic work, child care, power

The very best responses will not focus exclusively on conjugal relationships and will take account of the specifics of the question which asks them to look at families.

- Expect to see a debate between the functionalist and feminist perspectives here. The task requires a specific focus on a range of family relationships, not only conjugal relationships. Empirical evidence will be very important to the quality of the argument here because this is essentially an evidence rather than merely theory-based task. So, the debate should be characterised by discussions of studies; empirical evidence such as Pahl, Edgell, Dunne, Weekes et al, Gershuny, Stanko and more contemporary studies that show more equality in child care.
- To argue for equality, answers should refer to such things as the increased role of men in family life, especially in child care.
- Symmetrical family: Gershuny, Leighton, Pahl focused on the increased power of women as wage earners which has affected roles in the family and created more equality.
- Gay and Lesbian partnerships used to argue for equality in conjugal roles; Dunne, Weekes et al.
- Expect an examination of different aspects of relationships and roles such as; decision making, time budget studies.
- The relationship between children and parents and with grandparents could be examined.
- The case against equality is somewhat stronger than that for equality in terms of evidence so don't expect balance necessarily; Edgell, Vogler and Pahl used to counter increased decision power of women.
- Dual burden; Duncombe and Marsden, Ferri and Smith, McKee and Bell [unemployed men and housework] Man-yeek Kan, Craig.
- Triple shift; Duncombe and Marsden.
- Roles linked to diversity of family structure. Reference to family diversity and the impact of this on relationships and roles.
- 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

3 1

Explain reasons why some young people join youth subcultures.

[15]

There should be several points supported by evidence. There should be an explanation of how each point demonstrates a reason why some young people join youth cultures. 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.

- A sense of belonging, identity.
- Excitement, danger, masculinity, ethnicity; Sewell.
- Ethnicity; Bennet, Gilroy.
- Resistance, class, magical solution, anti-school subcultures; Clarke, Brake, Smith, Hebdige.

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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Discuss the relationship between economic change and youth cultures 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

There should be clear evaluation of the sociological explanations of changes to youth cultures with particular focus on the impact of economic change v other factors.

- Feminist, youth cultures and economic independence 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.
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media; globalisation, the changing role of women.
- Post 1950s economy was booming with young people easy targets for advertisers; more disposable income = more spending and new styles.
- Influence of American youth culture; growth of music and media access to this.
- Jefferson; Teddy boys...disposable income= Edwardian style suits and new youth culture.
- Brake; hippy culture rejecting consumerism.
- Frith; punks.
- Lincoln; internet culture.
- 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

3	3
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Evaluate the view that there is no such thing as youth subcultures in the contemporary UK.

[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 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 argue for the view.
- 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.
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media, globalisation, the changing role of women.
- 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 |
|---|---|
- Using sociological evidence and examples, explain how labelling can affect educational outcomes. [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

Expect an explanation of labelling in education and an examination through studies and examples of the impact of labelling. Expect to see a consideration of various different examples and studies. The very best answers will link these ideas to experiences of education. Educational outcomes could examine attainment, choices about school and education resulting from experiences.

- Classroom studies as listed below are likely to feature in the answer. Interactionist ideas about the impact of inside school factors such as labelling-self-fulfilling prophecy; Hargreaves.
- Marxist ideas; Althusser, Bowles and Gintis, social reproduction and correspondence principle.
- Feminist ideas linked to expectations, subject choice and career paths.
- The link between stereotypical ideas about pupils and their attainment with studies such as Connolly, Mirza and how these ideas are part of the hidden curriculum manifested in a range of ways that affect experiences in school. Class, gender, ethnicity linked to labelling and the impact of this on attainment, choices and experiences.
- Policies of inclusion may be addressed in relation to labelling.
- 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

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

- Althusser; schools are giant myth making machines serving to reproduce labour power [working-class kids get working-class jobs]. Education is part of ISA [difficult to prove].
- Bourdieu; cultural capital theory, the role of schools in social reproduction.
- 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 used to evaluate functionalist views relating to meritocracy. This should be supported with evidence and reference to patterns of attainment.
- The impact of gender and ethnicity used to argue against the notion of the role of the school as a sorting house for talent. Evidence should be used to support.
- Wider factors linked to class, ethnicity and gender may form part of the discussion.

To challenge

- The functionalist views of the role of education:
 - secondary socialisation,
 - social solidarity,
 - preparation for adult roles Durkheim, Parsons.
- The role of the school in effective role allocation, leading to:
 - 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, Saunders in support of the role of schools in sorting via ability.
- Any other relevant point.

The best answers will offer a judgement of the Marxist view of the role of education based on the arguments and evidence presented.

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

4 3 Assess sociological explanations of the differences in attainment between different ethnic groups. [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

- Expect to see clear identification of patterns of attainment of different ethnic groups such as DfE statistics, Ofsted reports.
- Answers should explore different ethnic groups; white ethnicity should not be ignored.
- Studies such as The Youth Cohort Study, Mirza, Wright, Coard, Sewell, Gillborn, Connolly, Archer are likely to feature. Credit reference to more recent studies.
- Ideas are likely to be explored with relation to inside school factors such as labelling, self-fulfilling prophecy. Classroom studies such as those mentioned above are likely to feature.
- 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. Children from some ethnic groups are more likely to experience poverty and so this will impact on attainment.
- Sewell and the search for masculine identity for some boys which can involve outside school factors impacting on success in education.
- Wider factors linked to class, ethnicity and gender may form part of the discussion.
- How class and ethnicity can compound difficulties and have different affects for boys and girls. Class as the most significant regardless of other social characteristics.
- Counter school sub-cultures.
- 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 news values can affect the content of the news.

[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

- News values with reference to the ways that journalists and editors [media professionals] control what is selected as news based on their own view of the world.
- The way that stories are angled so that the way stories are perceived by audiences is affected.
- Agenda setting and its effects may not be conscious but may be part of learned processes and may be linked to news values.
- Examples of stories which are selected as part of news values and agenda setting and can have effects could be used to show understanding and to support points.
- Studies such as those conducted by the GUMG could be used to support points.
- 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.
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

5 2 Evaluate the view that media representation of some social groups is changing. [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

This debate should make use of examples and evidence. There is a danger that there will be anecdotal examples. These should be supported with evidence, or they will lack validity and substance.

- Different social groups should be examined such as males and females, age, ethnic, disabled.
- Gender; Croteau and Hoynes, Tuchman, Freuh and McGee, McRobbie, Gauntlett, Ivory [women in video games].
- Reference to, and examples of continued stereotyping but also changing representation of gender, including variety of roles for males and females, and more representation of LGBT groups.
- Ethnicity; Malik, Ross, Gillespie, Van Dijk, Hartmann and Husband. This should include both stereotypical and non-stereotypical representation.
- Age; representation of old and young people; Signorelli. Dail, Featherstone and Hepworth; more positive representations of older people.
- Disability; Longmore, Cumberbatch and Negrine, Harnett. The growing representation of people with disabilities such as deaf, visually impaired and physically impaired. Contestants on shows such as Strictly Come Dancing and Dancing on Ice could be used as examples.
- Many studies will help to argue for the view though some present evidence against.
- There may be reference to the opportunity for individuals to control how they are represented via social media. But this can also be a source of rich examples to support the notion of stereotyping.
- Examples of the inclusion of characters with disabilities in TV programmes which could help to challenge stereotyping.
- Don't expect balance but do expect a judgement based on the evidence presented.
- 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

- The emphasis should be on pluralist views of the ownership and control of the media such as:
- Pluralist: Whale, public service broadcasting, choice and the role of the internet in news reporting.
- Katz and Lazarsfeld.
- Greater access to a wide range of information and ideas via the internet.
- Postmodernist ideas such as Levene.

To challenge

- 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.
- Stereotypical representation of social groups to argue against.
- Issues linked to ownership and control relevant to the debate for example:
 - an outline of trends in the ownership of the media concentration and 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.
- 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.
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

Option 3 Religion

6 1

Using sociological evidence and examples, explain the relationship between religion and social change. [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

- The role of theodicies; Berger.
- The Protestant ethic; Calvinists, predestination.
- Weber.
- The role of beliefs in social change; Martin Luther King, religions that focus on the world rather than the self.
- Civil Rights movement.
- Liberation theology.
- Examples such as the role played by the Catholic Church in the collapse of communism in Poland.
- Parkin.
- Examples from central and South America.
- Islamist fundamentalists.
- 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.
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

The notion that religion acts as a form of social control can be seen as either negative or positive as outlined in Marxist v functionalist ideas about the role of religion. Feminists also see religion as a negative source of social control against women. So, the discussion is likely to be constructed around these ideas.

- Marxist ideas– opium, ideological apparatus, legitimating social inequality, disguising exploitation, false consciousness.
- Evidence such as– Halevy, Leach, Hook.
- Weberian ideas -Protestant work ethic.
- Functionalist ideas such as socialisation, social integration, social solidarity and the collective conscience.
- Prevention of anomie; Durkheim.
- Coping with life changing events, Parsons.
- There should 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.

To challenge

- Criticisms of Marxist ideas that focus on secularisation and rejection of religion.
- The growth of NRM as an indication of the benefits of religion and religion as a choice.
- 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

6	3
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Assess sociological explanations for the growth of new religious movements [NRM] in 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

- The growth of NRM linked to functionalist ideas; Durkheim, Malinowski.
- Weber's ideas about religion and social change, new groups become established in marginalised groups; Stark and Bainbridge.
- Relative deprivation; Barker.
- Bruce; NRM appeal to the affluent and well educated because they offer promise and self-development.
- A response to social change; Wilson.
- World rejecting NRM and communal lifestyles.
- Wallis argues that NRM are attractive to some as an alternative way of life.
- Bruce argues that NRM can form as counter cultures trying to change the world. They offer a sense of belonging and identity. They may be a response to the perceived failings of traditional religions.
- Increase in radicalism; Bauman, resistance identity as traditional churches become more secular, diluting their beliefs.
- Postmodernist ideas use the growth of NRM as proof of the demise of traditional religion.
- 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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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.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP