



GCE AS MARKING SCHEME

SUMMER 2023

**AS (NEW)
SOCIOLOGY - COMPONENT 1
SOCIALISATION AND CULTURE**

B200U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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 AS SOCIOLOGY
COMPONENT 1 – SOCIALISATION AND CULTURE
SUMMER 2023 MARK SCHEME

SECTION A

Compulsory question

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

Sociologists are interested in the way that people learn the norms and values of their society, that is, how they learn their culture. They argue this process of learning, which they call socialisation, continues as children and adults develop. Agents of primary and **secondary socialisation** teach norms such as being polite and values such as respect for others.

- (a) With reference to the item and sociological knowledge, explain the meaning of the term **secondary socialisation**. [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

- Definition of the term secondary socialisation.
- Both components of the term should be defined.
- Socialisation as the process of learning norms and values of a particular culture.
- Secondary socialisation by agents other than by the family.
- Examples may be used such as peer group, education, religion, work and media.
- The item should be used to demonstrate understanding. It should not just be 'lifted'.
- 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 culture. [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 norms and values 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

- Agents of socialisation such as family or education may be used.
- Expect to see terms such as rewards and sanctions as well as role model and imitation.
- Resocialisation such as occurs in the workplace.
- Peer pressure to conform to 'own' culture.
- There will be appropriate examples.
- The item should be used not just 'lifted'.
- 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 nuclear family. [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

- Expect a clear definition of the nuclear family.
- Reference might be made to the notion of two parents of the opposite sex and 2/3 children.
- Reference may be made to Parsons and to functionalism and four main functions of the family.
- Possible reference to Murdoch.
- The place where children are socialised into norms and values and their culture.
- Notion of universalism.
- 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) According to the Office for National Statistics the number of same-sex marriages rose by more than 50% in the three years from 2015-2018.

Explain **two** sociological reasons for the increase in same-sex marriages in the contemporary UK. [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

- Legal changes – Same Sex Marriage Act- UK 2013.
- Changing attitudes of the government.
- Increase in secularisation. The work of the National Secular Society might be cited.
- Choice and commitment. The work of Weeks might be used linked to 'chosen families'.
- Changing social norms and values, particularly amongst young people.
- Postmodernist view.
- Same sex adoptions increasing linked to national data – ONS.
- The work of Gottman may be used.
- Any other reasonable point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
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 New Right theories in relation to families and households in the 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

- There should be clear emphasis on the New Right and families and households.
- There is likely to be reference to the work of Murray and the nuclear family as the ideal family.
- Murray and poor socialisation of children by lone parents linked to ideas of an underclass, men marginalised, children lack role models.
- Murray and the view the state acts as a nanny to poorer families with over generous welfare benefits.
- New Right's view of divorce might be referred to as well as their criticism of cohabitation.
- There may be some discussion of the New Right's criticism of family diversity.
- Dennis and his arguments about the supposed link between single parents and crimes committed by them and their children as a reduction in parental control.
- Reference to certain similarities to functionalism and the work of Parsons.
- Influence of New Right on some government legislation such as Child Support Agency and changes in taxation for unmarried couples.
- Expect to see specific criticisms/evaluation of points raised.

- New Right's explanation is biased towards the traditional family structures.
- Blames families for crime and deprivation and poverty.
- Criticism from feminists such as Benston, Ansley and Barrett.
- Criticisms from Marxists who argue it is capitalism that leads to deprivation and poverty.
- Criticism from postmodernists such as Stacey.

- Reference to recent and relevant political, social and economic debate with regard to families.

- 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 the view that family relationships have changed in the 21st century. [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 to see a clear definition of families and households.
- Reference to the notion of balance of power.
- Reference to different types of power and who might experience it, children, adults, grandparents.
- Families more democratic.
- Same-sex families and households more equal.
- Balance of power between adults for example domestic work, decision making (Edgell) money (Pahl) and emotional support (Hanmer).
- Children as consumers and the changes in the balance of power as a result – reference might be made to pester power and or the work of Palmer and the notion of pester power.
- Children's rights embedded in law which have changed the balance of power between children and parents.
- Increased power of grandparents as carers and the need that families have of them linked to the work of Statham.
- Expect supporting contemporary evidence and examples.
- Expect to see specific criticism/evaluation of points raised.

- In evaluation, functionalist explanations could be used – linked to the work of Parsons.
- Young and Willmott and the symmetrical family.
- Expect evaluation from other explanations such as feminism including, Crompton and Lyonette and also Boulton.
- Marxist and Marxist feminist explanations linked to domestic labour and patriarchy and capitalism. Men still have more power.
- Patriarchal relationships still exist linked to work of feminists such as Ainsley.
- The above also linked to the work of Duncombe and Marsden and the triple shift.
- Balance of power between grandparents often gendered.
- Domestic violence linked to the work of Mirless-Black and to Sclater. Women still experiencing more domestic violence particularly during the pandemic.
- Children still financially dependent on parents.
- Laws still give adults authority over children even though they do protect children.
- The elderly often still reliant on their children – reference might be made to the sandwich generation.

- Reference to recent and relevant political, social and economic debate with regard to families and households and power.
- 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 the characteristics of gangs. [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

- Expect a clear definition of gangs.
- Largely associated with young people.
- May be short-lasting.
- May have a name and a leader.
- May have a hierarchy.
- Locality.
- Reference may be made to Densley.
- Blackman may also be referred to.
- Also Venkatesh and possibly Patrick.
- 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) Deviant subcultures include people who have different values and norms from the rest of society.

Explain **two** sociological reasons why young people join deviant subcultures. [15]

There should be **two** sociological reasons supported by evidence. There should be an explanation of each point 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. The answer should not be a list.

Indicative content

- Expect two sociological reasons for why some young people join deviant subcultures.
- Cohen might be used, linked to status frustration.
- Harding and the street casino.
- Peer pressure linked to Willis.
- The work of Miller may be used.
- Decker and van Winkle.
- White linked to underclass and poverty.
- Any anti-school subculture might be used.
- Growth of new feminism and ladettes linked to work of Denscombe and Osgerby.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
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 functionalist view of youth culture. [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 exposition of functionalism linked to youth cultures.
- The work of Parsons and youth cultures as a bridge from childhood to adulthood.
- Notion of a rite of passage.
- Notion of youth cultures as a passing phase of life and the development of self-identity.
- Youth cultures as a means of transmitting the core values of society.
- Eisenstadt argues young people rely on each other in a period of anxiety and stress – youth cultures provide an outlet for tensions.
- Youth is just a stage.
- Most young people are conformists.
- Expect to see specific criticisms/evaluation of points raised.

- Evaluation from Roszak and his theories regarding the generation gap.
- Roszak argues age more important than class, gender or ethnicity.
- Functionalists argue public overreact to youth cultures.
- Class is still the basis of youth subcultures linked to the work of Archer.
- Feminists who argue they are as much gender based as fluid linked to the work of McRobbie and Garber.
- Evaluation from Pilcher.

- Reference to recent and relevant political, social and economic debate with regard to youth subcultures.

- 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 girls are increasingly involved in delinquent activities.

[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 to see a clear understanding of delinquent activities.
- Reference to not 'lumping' all girls together.
- Expect to see reference to growth of ladettes and the work of Jackson and of Denscombe and Tinkler.
- Holland – girls more visible on the streets.
- Girls more assertive at raves.
- Rise of feminism gave girls more confidence.
- Driver.
- Expect to see specific criticisms/evaluation of points raised.

- Girls have always been in youth subcultures just been ignored by male sociologists such as early members of the CCCS.
- Also similar ideas from Frith.
- Work of McRobbie and Garber and girls as being marginalized. Girls were in their bedrooms, talking about magazines, pop stars and boys.
- Youth subcultures involved in a more passive way than boys Osgerby – women/girls always involved in the subcultures.
- Streets not safe for girls.

- Reference to recent and relevant political, social and economic debate with regard to youth subcultures.

- 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

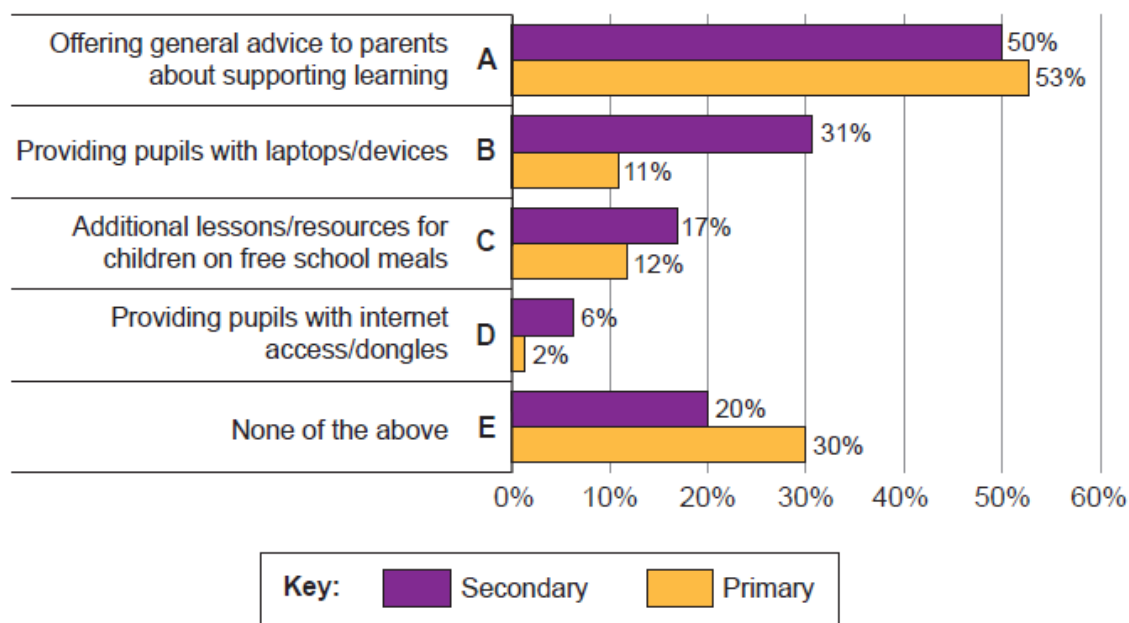
Choose **one** of the following options.

Option 1 Education

Compulsory question

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

Actions being taken by schools to reduce inequalities between pupils.



Source: Adapted from Teacher Tapp/Sutton Trust survey of teachers in England, 2020.

- (i) Summarise the item showing the actions being taken by schools to reduce inequalities between pupils. [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 all 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

- 50% of the secondary pupils had received general advice compared to primary which was 53%.
- 31% of secondary had received laptops/device whereas only 11% of primary had received the same.
- 17% of children on free school meals had received additional which was greater than primary children at 12%.
- The number offering online support to parents to support child's learning were similar at 4% and 5%.
- 30% in the primary sector offered no action in contrast to 20% in the secondary sector.

- In 6 of the actions cited secondary offered a greater percentage than primary.
- 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 there are social inequalities in education. [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** different reasons why there are social inequalities in education.

- Material deprivation including reference to lack of resources and accommodation.
- Work of Feinstein might be used.
- Research of the Sutton Trust.
- New Right and the work of Murray.
- The work of Bernstein.
- Cultural deprivation linked to the work of Bourdieu.
- Mitsos and Browne and the culture of masculinity.
- 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

Either,

- (b) (i) Explain the term cultural capital. Use sociological evidence and examples in your answer. [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 understanding of the meaning of the term cultural capital.
- The link between cultural capital and social class.
- The dominant culture and the link to social class linked to the work of Bourdieu.
- The work of Sullivan and Ball may also be used.
- The lifestyles and experiences of sixth form students applying to universities linked to the work of Reay.
- 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) Evaluate functionalist theories of the role of education. [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 will be a clear exposition of functionalist explanations of education.
- Education and social solidarity – with reference to the work of Durkheim.
- Education and universalistic values, as an agent of secondary socialisation – as espoused by Parsons.
- Education as a bridge between home and school.
- Education as meritocratic linked to the work of Davis and Moore.
- Education and role allocation – linked to the work of Davis and Moore.

- An assessment/discussion of the explanation in comparison to other views for example, Marxists, feminists and postmodernists.
- Expect to see a critique from Marxists/neo-Marxists including Althusser and Bowles and Gintis and the way in which education benefits capitalism.
- Critique by researchers such as Mac an Ghail, Jackson and others.
- Willis and counter-school culture.
- Critique from feminists and from interactionists.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.

- Reference to recent and relevant political, social and economic debate with regard to education.

- 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) Explain the term self-fulfilling prophecy. Use sociological evidence and examples in your answer. [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 understanding of the meaning of self-fulfilling prophecy.
- Expect to see reference to labelling – Becker, Hargreaves.
- Reference to Interactionism.
- Concepts such as typing, stereotyping and streaming may be used.
- The work of Rosenthal and Jacobson, though dated, may be used.
- 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 gender affects educational attainment. [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 reference to males and females.
- Statistical data on male/female attainments.
- Feminist explanations are likely to be used.
- Reference to the women's movement.
- Stanworth, though slightly dated is likely to be referred to.
- Francis and the fact that classrooms were gendered.
- Labelling linked to the work of Becker and of Rist.
- Changes in the labour market – more opportunities for girls.
- Boys underachievement leading to a moral panic.
- Male masculinity.

- Expect to see specific criticisms/evaluation of points raised.

- These are likely to be from functionalists and postmodernists.
- Wright and minority ethnic groups.
- Ethnicity and/or class influences on educational attainment just as big an impact.
- Setting and streaming linked to the work of Hargreaves.
- Pupil subcultures – Mac an Ghail.
- Counter school cultures – Willis.
- Parental advice from teachers linked to work of Cicourel and Kitsuse.

- Reference to recent and relevant political, social and economic debate with regard to educational attainment.

- Any other relevant point.

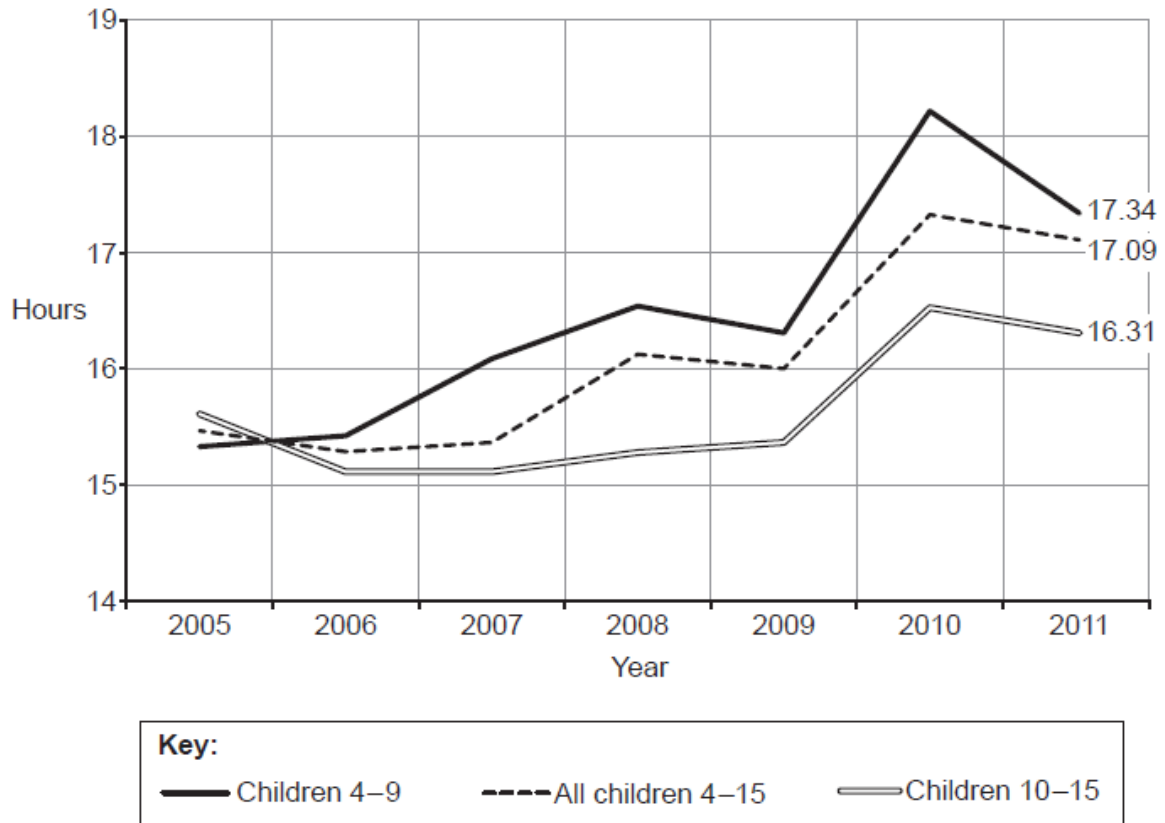
Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological 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.

Average hours and minutes of children's weekly television viewing, by age



Source: <https://www.ofcom.org.uk> Children's TV Viewing: BARB analysis 2005-2011

- (i) Summarise the item on the average hours and minutes of children's weekly viewing, by age. [10]

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

Indicative content

- The two age groups are coming down from a peak in 2010.
- In 2005 both age groups as well as the overall age group were very similar at 15.5 hours.
- This has risen a little in 2011.
- Children of 10-15 were marginally the highest in 2005 but in 2011 they were the lowest by almost an hour.
- Children from 4-9 peaked above 18 hours in 2010 and when they then came down, they remained the highest at 17.34.
- 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 different patterns of television viewing. [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** different reasons

- The work of Postman might be used.
- Toxic effect linked to work of Palmer.
- The work of Heintz-Knowles might be used, linked to stereotypes.
- Education – in recent pandemic for learning – bitesize lessons.
- Improved academic performance linked to previous bullet point.
- Research of Sutton Trust might 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 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) Explain the term gate-keeping. Use sociological evidence and examples in your answer. [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 the term.
- Occurs at all levels of the media.
- Often associated most with editors/programme makers.
- Work of Philo and the GUMG may be referred to.
- Gate-keepers in relation to the internet.
- Foucault may be used.
- Examples.
- 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) Evaluate sociological explanations of moral panics. [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 clear and detailed explanation of the term in the question.
- Reference to the work of Wilkins and moral panics.
- Detail of the work of Cohen and moral panics.
- Relevant examples.
- The work of Goode and Ben-Yehuda is likely to be used.
- Work of Furedi and the notion that moral panics occur when society is not able to adapt to social change.
- Work of McRobbie and her ideas regarding postmodernism and representations.
- Expect to see specific criticisms/evaluation of points raised.
- Marxists –moral panics are linked to capitalism and social control, they distract people from the real social inequalities and effects of capitalism linked to the work of Cohen.
- Hall – moral panics have an ideological function.
- Interactionists.
- Expect discussion of the view in comparison to some of the other views as above.

- Reference to recent and relevant political, social and economic debate with regard to the media.

- 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) Explain the term pester power. Use sociological evidence and examples in your answer. [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.

- A clear understanding of the meaning of the term pester power.
- Link to consumerism and pressure on children by the media and children's subsequent pressure on parents.
- Link to child-centredness.
- Work of Postman may be used.
- Work of Evans and Chandler may be used.
- Relevant examples.
- 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) Discuss the view that the media has a direct effect on audiences. [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 reference to theories such as the hypodermic syringe.
- The early work of Packard might be used as a start.
- The ways in which some media openly try to influence their audiences such as newspapers others such as the BBC claim neutrality.
- Research of Bandura is likely to be used and the effects of the media on children.
- The effect of violence is to desensitise linked to the early work of Newson.
- The role of advertising is likely to be referred to – for example around health.
- Examples of effects including reference to the Bulger case.
- Research on the effects of lyrics of songs on young people linked to the work of Anderson.
- The work of Hall is also likely to be used linked to lyrics of songs and also to the work of neo-Marxists.
- Also the work of Hardcastle.

- Expect to see specific criticisms/evaluation of points raised.
- With the hypodermic syringe explanation the audience is treated as a homogenous whole.
- Hypodermic syringe implies the effects cannot be resisted.
- Difficult to measure direct effects.
- Work of Gauntlett linked to factors outside of the media for crime linked to social inequalities.
- Work of Young on the sensitising effects.
- Resistance by some of significant advertising by the government regarding vaccinations.
- Effects more complex than the direct effects suggests linked to work of Gamson.
- Indirect effects such as the two-step flow model will be used as evaluation.
- Cultural effects theory.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.

- Reference to recent and relevant political, social and economic debate with regard to women in the media.

- Any other relevant point.

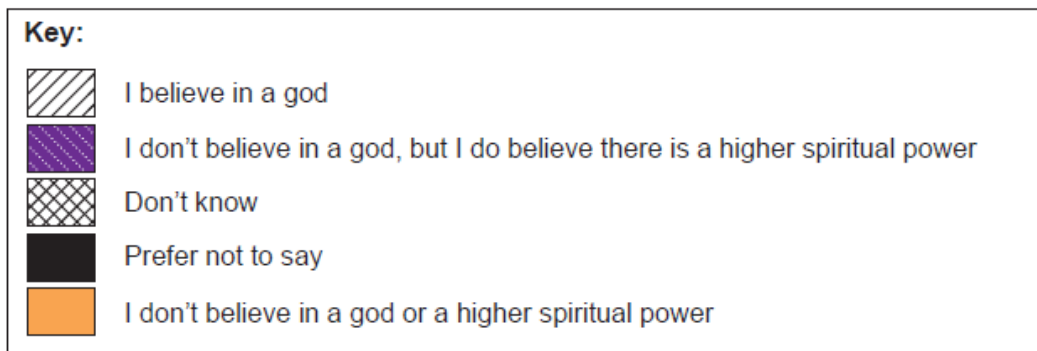
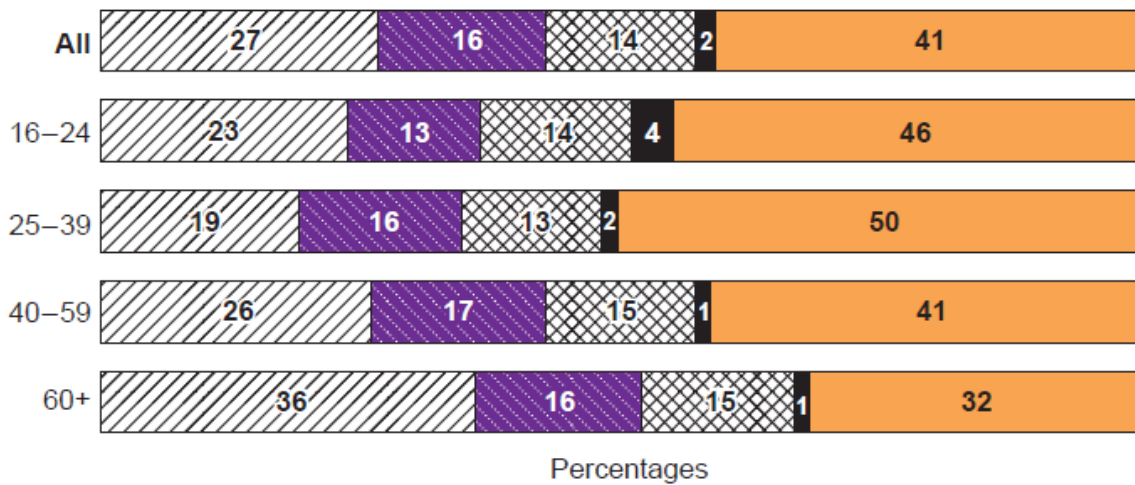
Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological 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

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

Belief in a god or a higher spiritual power, by age



Source: <https://yougov.co.uk/topics/lifestyle/articles-reports/2015/02/12/third-british-adults-dont-believe-higher-power>

- (i) Summarise the item on the belief in a god or a higher spiritual power, by age. [10]

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

Indicative content

- As people grew older they were more likely to say they believed in a god.
- The 25- 39-year-olds were most likely to say they did not believe in a god or a higher spiritual power – 50%.
- The over 60s were the least likely to say they did not believe in a god or a higher spiritual power at 32%.
- The don't knows were very similar in each age group.

- Apart from the 16-24s at 4% those who said they preferred not to say were almost the same.
- Points should be supported with examples from the item.
- 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 belief in a god or a spiritual power may increase as people get older. [10]

There should be **two** different 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

- Different age profiles of different religions.
- Older people turn to religion for comfort.
- Birth and ideas regarding some religions more likely to have an older membership – for example Islam.
- Strong family pressures.
- Birth and ways in which religion is linked to culture and this particularly evident in minority groups.
- 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

Either,

- (b) (i) Explain the meaning of the term sect. Use sociological evidence and examples in your answer. [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 understanding of the meaning of the term sect.
- Reference to the work of Troeltsch might be expected.
- The work of Bruce may be used.
- Also the work of Bruce and Wilson may be used.
- Examples such as the Jonestown commune may be used.
- Charismatic leaders.
- 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) Evaluate feminist explanations of religion.

[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 feminist explanations of religion.
 - Patriarchal nature of most religions linked to feminists.
 - Work of de Beauvoir – linked to Marxist ideas.
 - Daly and development of de Beauvoir’s ideas.
 - Religions as patriarchal and controlling.
 - Males and females worshipping separately.
 - El Sadaawi it is not religion per se but society.
 - Work of Woodhead and of Armstrong are both likely to be used.
 - Expect to see specific criticisms/evaluation of points raised.
-
- Evaluation from feminists.
 - Wearing of the veil liberating for some muslim women linked to the work of Woodhead.
 - More women involved in religious hierarchies.
 - All ideas should be compared and contrasted with reference to supporting evidence and examples.
-
- Reference to recent and relevant political, social and economic debate with regard to religion.
-
- 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) Explain the term new religious movement (NRM). Use sociological evidence and examples in your answer. [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 understanding of the meaning of the term new religious movement.
- The work of Barker with the moonies.
- The work of Glock and the class basis of new religious movements.
- Wallis and his threefold typology is likely to be considered.
- Any other relevant points.

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) Discuss the view that the UK is becoming an increasingly secular society. [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 focus on secularization.
- Statistical data.
- Problematic nature of defining secularisation.
- Participation versus beliefs.
- Work of Durkheim.
- Weber.
- Marx.
- All of the three above argued modernisation would eventually lead to decline in religions.
- The work of Bruce is likely to be discussed and the increase in technology.

- Expect to see specific criticisms/evaluation of points.

- Religion has a role in maintaining the general value consensus linked to the work of Durkheim and the notion of the collective conscience.
- Religion as one of the agents of socialisation.
- The work of both Malinowski and Parsons may be used.
- The need for religion linked to the work of O’Dea.
- Emotional support derived from key celebrations and events.
- The work of Durkheim is dated and based on small scale research.
- Marxist explanation in terms of preventing social change religion as the opium of the masses.
- Religions less power in 21st century – linked to work of Bruce.
- Religion as part of the ideological superstructure.

- Reference to recent and relevant political, social and economic debate with regard to religion.

- 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