



GCE A LEVEL MARKING SCHEME

SUMMER 2024

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

About this marking scheme

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

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

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

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 1 – SOCIALISATION AND CULTURE
SUMMER 2024 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

Every society is based on norms, values and traditions that we refer to as culture. Many societies are multi-cultural and contain a rich variety of norms, values and traditions. However, the processes of passing on culture are very similar in most societies. These processes usually involve agents of primary and secondary socialisation which help to ensure that culture is passed on to future generations.

- 1.1** With reference to the item and sociological knowledge, explain the meaning of the term multi-cultural. [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 multi-cultural; a society which contains many distinctive cultures with their own distinctive norms, values and traditions.

- Examples of different cultures.
- Examples of various different norms/values/traditions to illustrate and support the definition.
- The item may be referred to with examples of differences in socialisation processes between cultures to support.

The item should be used to illustrate understanding and as a catalyst for demonstrating knowledge and understanding of the term.

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

1.2 Using the item and sociological knowledge, explain how people learn culture. (15)

The focus of the answer should be on how people learn culture 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 culture such as how role models within the family transmit culturally expected gender roles to children.
- The answer may focus on specific aspects of culture or on a range of cultural components.
- The item should be used to illustrate understanding.

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

Section B

Families and Households

2.1 Explain reasons for an increase in rates of singlehood in the contemporary UK. [15]

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

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

Indicative content

- Changing values, for example the growth of secularisation and changing attitudes towards marriage.
- The growth in the independence of women and control of fertility.
- The growth of individualism: Beck and Beck-Gernsheim.
- Confluent love: Giddens.
- Delaying marriage, average age has increased.
- Higher value placed on careers before having children.
- Lower rates of marriage would have a knock-on effect to rates of singlehood.
- 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 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

2.2 Evaluate postmodern perspectives on families and households 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 family means. Diversity should be discussed through postmodern and other theoretical perspectives.

- Postmodern ideas that consider diversity as a feature of contemporary life; Stacey, Chester.
- There should be a consideration of the diversity of family forms such as reconstituted families, cohabitating families, same-sex families and the extent to which they are supported or 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.
- Growth of co-habitation could support a postmodern view; Morgan, Chandler, Barlow et al.
- Postman: Childhood.
- Featherstone and Hepworth: Life course changes.
- Gibson: Choice.

Challenging the significance of diversity and postmodern concepts about families and households

- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families but also the focus of the notion that families are important to society/capitalism.
- The discussion may also examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and the implications of this. The “ideal” family type.
- The continued existence of family in whatever form.
- The increased significance of grandparents; Ross et al, how this can be good and used to challenge.
- Late-Modernists such as Anthony Giddens suggest that even though people have more freedom, there is still a structure which shapes people’s decisions.
- Contemporary feminists disagree with postmodernism, pointing out that in most cases traditional gender roles which disadvantage women remain the norm. Feminist ideas about the family and particularly family structure [Benston, Ansley, Feeley] should be examined.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 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

2.3 Discuss the view that families need fathers.

[35]

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

Indicative content

- The focus is likely to be on evaluating New Right [NR] ideas about families and households.
- The answer should examine different family structures and relationships focusing on the role of fathers.
- Expect to see reference to Murdock, Parsons, Murray, Phillips arguing for the NR view that families do need fathers.
- Evidence used to support could come from Cockett and Tripp or perhaps from Chester who, though not a functionalist could be used to argue that families are important and enduring institutions.
- The contrary notion that families are exploitative patriarchal institutions should be examined and assessed in the context of the debate.
- Contemporary research should be used to evaluate with reference to the increased role of men in family life.
- Research from writers such as Sclater, Duncombe and Marsden, Stanko, Ansley could be used to support feminist claims and criticisms of functionalist and NR ideas about the need for fathers.
- There may be a consideration focused on various family forms and in particular; same-sex families in relation to functionalist and NR ideas; Weekes et al and the debate about the need for fathers.
- The role of the family as an agent of primary socialisation discussed from different perspectives and focused on the debate; is the traditional nuclear family best? In terms of male role models, this could be argued both ways.
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families linked to the value of feminist ideas and claims.
- The discussion may also examine functionalist and NR ideas about the value of the family including reference to the universality of the family and what that implies in relation to “ideal type”.
- There is likely to be a consideration of the significance various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered ‘nuclear’ and “traditional”, and 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 focus should be on traditional v other types. This should be used to consider the value of functionalist and NR ideas brought back to the debate about fathers.
- 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 the relationship between deviant behaviour and youth subcultures. [15]

There should be several points supported by evidence. There should be an explanation for the relationship between deviant behaviour and youth subcultures. For band 4, AO1 points, should be supported by evidence. For band 4 AO2, the link between the points, evidence and question must be made and clearly explained.

Indicative content

- Excitement, danger, masculinity, ethnicity; Sewell, Katz and Lyng.
- Police recorded crime shows younger age groups are disproportionately represented. McVie suggests that there is a relatively small group of persistent offenders and this has a marked impact on crime statistics.
- Other social factors affect both offending and victimisation such as: ethnicity, social class and gender -Islington Crime survey.
- Ethnicity; Bennet, Gilroy.
- Resistance, class, magical solution, anti-school subcultures; Clarke, Brake, Smith, Hebdige, Hetherington.
- 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 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 Evaluate the view that youth cultures are male dominated in contemporary 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

- Concentration on involvement of boys in early youth subcultures, work of CCCS/Willis/Miller which may be due to either malestream sociology and the ignoring of girls' involvement, Heidensohn or more social control over girls and bedroom culture (McRobbie and Garber/Smart).
- Changes to masculine and feminine identities linked to studies such as Lees/Sewell/Frith/Hebdige/Connell/Katz.
- Rise in female crime and ladettes, Jackson.
- Growth of club culture and involvement of females (Thornton/Chatterton and Hollands).
- Blurring of masculinity and femininity in more recent youth movements such as rave, in house, emo, (Redhead/Hetherington et al / Bennett/Willis).
- Postmodernist view of deconstruction of gender.
- Changes in bedroom culture.
- Lincoln; internet culture.
- Postmodern ideas.
- 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 not necessarily linked to gender.
- 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.
- 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 Discuss sociological perspectives of youth cultures 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

- Marxist: youth cultures as an expression of working-class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdige). Historical examples 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.
- Changes to masculine and feminine identities linked to studies such as Lees/Sewell/Frith/Hebdige/Connell/Katz.
- Rise in female crime and ladettes, Jackson.
- Growth of club culture and involvement of females (Thornton/Chatterton and Hollands).
- 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

- 4.1** Using sociological evidence and examples, explain how poverty can affect attainment in education. [15]

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

Indicative content

- Higher levels of sickness in poorer homes may mean more absence from school and falling behind with lessons. Halsey, Heath and Ridge saw a correlation between poverty and lower levels of attainment.
- Less able to afford 'hidden costs' of free state education: books and toys are not bought, and computers are not available in the home.
- Tuition fees and loans would be a greater source of anxiety to those from poorer backgrounds. Callendar and Jackson.
- Poorer parents are less likely to have access to pre-school or nursery facilities.
- The existence of private schools means the wealthy can afford a better education. Children from private schools are over-represented in the best universities.
- Stephen Ball (2005) points out how the introduction of marketisation means that those who have more money have a greater choice of state schools because of selection by mortgage.
- Conner et al (2001) and Forsyth and Furlong (2003) both found that the introduction of tuition fees in HE puts working-class children off going to university because of fear of debt.
- Young people from poorer families are more likely to have part-time jobs, such as paper rounds, babysitting or shop work, creating a conflict between the competing demands of study and paid work. This may affect attainment.
- Leon Feinstein (2003) found that low income is related to low cognitive reasoning skills amongst children as young as two years old.
- Any other relevant point.

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

4.2 Discuss the view that factors inside school can affect attainment in education.[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 groups such as DfE statistics, Ofsted report.
- Answers should explore different ethnic, class and gender 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.
- Francis, Jackson and ideas linked to gender.
- 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.

To challenge, other factors should be explored, in particular, outside school factors such as material deprivation:

- Wider factors linked to class, ethnicity and gender should 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.
- The myth of meritocracy Bowles & Gintis (blends inside and outside).
- Counter school sub-cultures.
- Cultural factors external to the school – Feinstein and cultural deprivation theory.
- Bourdieu and cultural capital, Reay, Sullivan - how these external factors impact inside school.
- Material factors - limiting choice such as Callendar and Jackson (there are a lot of possible examples and studies to support the impact of material factors).
- Any other relevant points.

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

4.3 Assess the view that education appropriately prepares young people for work. [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

- 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.
- Any other relevant point.

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 sociological views 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 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 older people are represented in the media. [15]

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

Indicative content

- Age; representation of older people; Signorelli. Dail, Featherstone and Hepworth; more positive representations of older people.
- Young people are often portrayed as dangerous, immature or in need of protection- Charlotte Kelly, examples from programmes such as Derry Girls.
- Older people are often stereotyped as a burden, mentally inept and grumpy- Age Concern (2000).
- Lee et al (2007) - older people underrepresented, appearing in only 15% of ads, but positive portrayal of elderly people as 'golden agers' enjoying healthy, active lifestyles.
- Gender differences in the way older people are represented in the media: older men are much more visible and of higher status than older women who are more likely to be represented as poor.
- Landis - study of magazines found few images or stories relating to older people.
- Milner et al - two contrasting groups; rich and well, poor and sick.
- Levy - negative stereotypes create psychological damage.
- 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

5.2 Discuss the view that media influences audiences.

[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 identification of sociological explanations/sociological theories of the effects of media on audiences for example. The theories examined should be discussed using evidence and examples. There will be a greater focus on theories of media effects.

- Hypodermic syringe model.
- Cultural effects model, (Curran, GUMG and Greg Philo).
- Uses and gratification model, (Blumler and McQuail, Lull, Watson).
- Reception analysis model, (Morley).
- Two-step flow model, (Katz and Lazarsfeld).
- Examples or evidence may be outlined to add detail such as:
 - Bandura,
 - Columbine High School massacre,
 - The James Bulger murder,
 - Michael Ryan,
 - Copycat violence,
 - McCabe and Martin,
 - News (Oklahoma bombings)
 - Terrorist activity and Islamophobia
 - Moral panics, deviance amplification.
- Alternative theories and ideas used to challenge the notion that violence in the media leads to violence in society such as:
 - Interpretive model.
 - Fiske.
- Positive views of the role of new media -“techno-optimists” see this as offering opportunities for greater choice and participation in democracy- Curran and Seaton.
- The multitude of choice of media platforms gives control to the audience.
- Children can be sophisticated media users – Buckingham.
- Negative claims about the effects of the media do not take account of more significant factors that can result in social problems- poverty, family breakdown.
- Cumberbatch suggests there is no real evidence linking screen violence to changes in behaviour.
- 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

5.3 Assess the role of media professionals in the selection of news stories. [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

- 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.
- Cultural hegemony and the work of the Glasgow University Media Group for example, agenda setting. Examples of news reporting based on their research.
- “Fake news”.
- 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. How this can influence the choices made by media professionals.
 - Diversification with relevant examples including, synergy and branding.

To challenge:

- Pluralist ideas that could be used to argue for range and diversity: 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 supported with appropriate examples.
- Postmodernist ideas such as Levene.
- 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 reasons for increased secularisation in contemporary UK society. [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

- Individualisation- Bruce suggests that religions have less control over people and this has resulted in more privatised belief.
- The rise in the number of different religions and belief systems-Berger. This has caused a “crisis of credibility” for many religions and has played a part in secularisation.
- Bruce suggests that people are more sceptical of the “sacred” qualities of religion and have developed a more technological world view.
- Day suggests that many people claim to be Christian whilst not believing. However, they see the Christian label as British.
- 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

6.2 Discuss the view that religions are male dominated institutions.

[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 assessment of the sociological explanations of the relationship between religion and gender in terms of theories such as feminism, religion as an oppressive and patriarchal institution – Simone de Beauvoir, Nawal El Saadawi.
- Functionalism, religion and gender roles.
- These theories may be explained, compared and assessed with reference to evidence and examples of the changing relationship between gender and religion such as:
 - Women Rabbis since 1972.
 - Church of England women bishops' debate.
- Watson and the veiling of Islamic women, Holm and 'post-patriarchal' Buddhism.
- Other aspects of the relationship between religion and gender should also be addressed and discussed in terms of their relevance to contemporary society. For example:
 - Sexuality and religion (Bird).
- Examples of the role of women in religious organisations (Millar and Hoffman Greely).
- Women and religiosity.
- New Religious Movements.
- Gender explanations of the higher participation of women in 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
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 Assess sociological explanations for the role that religion plays 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

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