



GCE AS MARKING SCHEME

SUMMER 2024

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

About this marking scheme

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

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

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

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

Section A

Compulsory question

Read the item below and answer the following questions.

Functionalists believe society is based on shared **values**. They argue shared values can be passed from one generation to the next by a process of socialisation. Values set a standard for society and are often linked to norms. For example, good manners such as saying please and thank you are linked to respect for others. Values are influenced by social class, ethnicity and gender.

- 1 (a) With reference to the item and sociological knowledge, explain the meaning of the term **values**. [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 **values**. Beliefs and ideas that society deems to be important.
- Examples will be cited such as loyalty, success, love, honesty, justice and fairness.
- A link to norms is likely to be made.
- The process of socialisation by agents such as the family and education is likely to be made.
- The item should be used to demonstrate understanding. It should not just be copied.

Any other relevant point.

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

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

The focus of the answer should be on how any two agents of socialisation transmit values. There should be a balance between the two agents.

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.
- Peer pressure to conform to 'own' culture.
- There will be appropriate examples linked to values.
- The item should be used, not just copied.

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 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 family diversity. [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 term family diversity. Diversity including lone parents, same sex couples, blended families, reconstituted families and cohabitation.
- Reference might be made to the notion of typical families and then to families of, for example, same sex couples and others as indicated in the first bullet point.
- ONS statistics may be cited, indicating the steady increase of diverse families in the 21st century.
- Reference may be made to the types of diversity identified by the Rapoport.
- Reference may be made to Roseneil and the breakdown of heteronorm families.
- The work of Beck and Beck-Gernsheim may be used and the blurring of boundaries.
- Postmodernism as an explanation may be referred to including the work of Stacey and the notion of choice.

Any other relevant point.

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

- (ii) According to ONS data (2023), the percentage of women not having children by the age of 30 has increased from 18 percent in 1971 to 50 percent in 2022.

Explain **two** sociological reasons why women may choose to delay having children. [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

- The work of Weeks might be used, linked to choices women can make.
- The work of Dunne linked to arguments such as differences in responsibilities when couples do or do not have children.
- Women often choose their career over children. Linked to the work of Harper and the research by UCL.
- Functionalists argue society has evolved and people no longer need children to care for them when older.
- The work of Vechery may be cited on health and health implications of childbirth.
- Children are expensive, a net cost to parents. Linked to the notion of child centredness. The work of Williams might be cited.
- Giddens and plastic sexuality.
- Technological changes.
- Beck and also Giddens regarding changing roles of women.
- Postmodernist view linked to family diversity.

Any other relevant point.

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

Either

- (b) Evaluate the view that men are playing a more equal role in families and households in the contemporary UK. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

There should be clear emphasis on the notion of equal roles.

- A focus on males in families and households.
- Men as househusbands thereby enabling women to work and pursue a career.
- Co-parenting after separation and divorce leads to increased male involvement.
- Giddens and his work on the transformation of intimate relationships.
- Hakim argues men do their equal share in households.
- Weeks argues traditional roles are changing but slowly.
- Postmodernists argue the ability to make choices means some diversity regarding equal roles.
- The work of Beck and Beck-Gernsheim might be cited and their argument that people are not tied to the traditional relationships of the past.
- The work of Bernades may also be cited in relation to the roles within families.

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

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

- Evaluation by feminists such as Beechey.
- The notion of the triple shift as espoused by, for example, Duncombe and Marsden still exists.
- There is still his marriage and her marriage and the expectations that accompany this.
- Men gain economically and socially linked to the work of Finch.
- Domestic violence linked to the work of, for example, Sclater.
- Esping-Anderson argues there has not been a gender role revolution.
- Marxist feminists such as Benston may be cited.
- The focus is on heterosexual couples.
- Berthoud argues men in South Asian families tend to adopt more traditional roles.

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 the nuclear family is functional for society in the contemporary UK. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

Expect an explanation of functionalist arguments regarding the nuclear family.

- Government policies tend to support nuclear families.
- The work of early functionalists is likely to be cited such as Murdoch and Parsons. Both argue nuclear families have an important role to play in relation to the socialisation of children.
- Reference to the instrumental and expressive needs of society linked to the work of Parsons may be made.
- The work of New Right thinkers such as Denis and Erdos and of Murray.
- Society is patriarchal and the nuclear family meets the needs of patriarchy.

This view may be challenged by:

- Feminists who argue it is not functional for women. Functionalists ignore the dysfunctions of the family and the effects that may have on society.
- Domestic violence occurs within families as argued by Sclater. Nuclear families have a dark side which is not functional for society or individuals.
- The notion that the nuclear family meets the needs of society devalues the contribution of alternative family structures. This could be linked to the work of Nicholson.
- Marxist critique in relation to social class and the conflict of interest between the rich and the poor. The nuclear family helps to maintain a system which is unjust and exploitative.

Any other relevant point.

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

Option 2 Youth Culture

Compulsory question

- 3 (a) (i) Describe what is meant by anti-school subcultures. [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 anti-school subcultures. Groups with a negative view of school which are often confrontational to school authorities and demonstrate deviant behaviour within the school setting.
- Reference to the work of Willis and the lads.
- Importance of peer groups encouraging people to behave in an oppositional way in school. The work of Mac an Ghaill is likely to be cited.
- Hollingworth and the link to interest groups and to ethnicity.
- Archer and anti-education subcultures particularly in relation to girls.

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) The Centre for Contemporary Cultural Studies (CCCS) argued that youth subcultures were linked to the development of capitalism and to social class.

Explain **two** sociological reasons for links between social class and youth 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 why youth subcultures are linked to social class.

- Link to material deprivation. Brake and magical solutions.
- Hall and Jefferson and resistance to capitalism.
- Clarke and the skinhead subculture. Notion of the exaggerated version of the working class.
- Hebdige and youth subcultures and boredom at routinised patterns of work.
- Reference may be made to Phil Cohen's work.

Any other relevant point.

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

Either

- (b) Evaluate postmodern explanations of youth subcultures. [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 postmodernism linked to youth cultures.

- Postmodern explanations of youth subcultures have dominated this area since the 1990s.
- Youth subcultures have become increasingly fragmented and diverse.
- Youth subcultures are fluid and no longer based on social class, ethnicity or gender.
- Youth subcultures and links to musical taste are not as strong as in the pre nineties. Linked more to a supermarket of style linked to the work of Polhemus. Also to the work of Muggleton.
- Most young people do not belong to specific youth subcultures.
- The work emanating from the Manchester Institute of Popular Culture (MIPS). The work of Thornton and of Redhead may be used.
- The clubbing culture including raves are likely to be mentioned linked to the work of Thornton.
- Bennet's work on neo-tribes is likely to be referred to.
- Media rather than class is an important influence.

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

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

- Evaluation of postmodernism by other theories such as Marxism and Feminism.
- Marxists from the CCCS such as Cohen, Brake and Hebdige argue social class and capitalism are still important.
- Feminists such as Griffin and McRobbie and Garber suggest girls are still invisible. The work of Lincoln might also be referred to in this context.
- Subcultures are not all fluid, linked to the work of a range of sociologists such as Hodkinson and Goths.
- Postmodernism is ethnocentric, taking little account of, for example, Rastas and Emos and Extinction Rebellion.
- Brazilian culture linked to the work of Johal.

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 sociological reasons for the development of youth subcultures. [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 youth subcultures.
- Reference to not grouping all youth subcultures together.
- Response to socio-economic situation. Work of members of CCCS such as Brake and Cohen may be used.
- Increased affluence in the 50s and 60s, more disposable income – link to spectacular youth subcultures.
- Response to mainstream culture such as punk and hip hop.
- Youth cultures are resistant to the mainstream.
- Postmodernism and opportunity to pick and mix. Work of Thornton might be used.

This view may be challenged by:

- Specific criticisms/evaluation of points raised.
- Only a minority of young people are involved in youth subcultures.
- Short lived.
- Youth as a social construct.
- Functionalists, for example, Eisenstadt and then Parsons argue youth is a process of transition.
- Youth cultures are fragmented and fluid. Linked to postmodernism. The work of Polhemus may be referred to. Also, to the notion of a supermarket of style and the work of Polhemus.
- Maffesoli and neo-tribes.

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

SECTION C

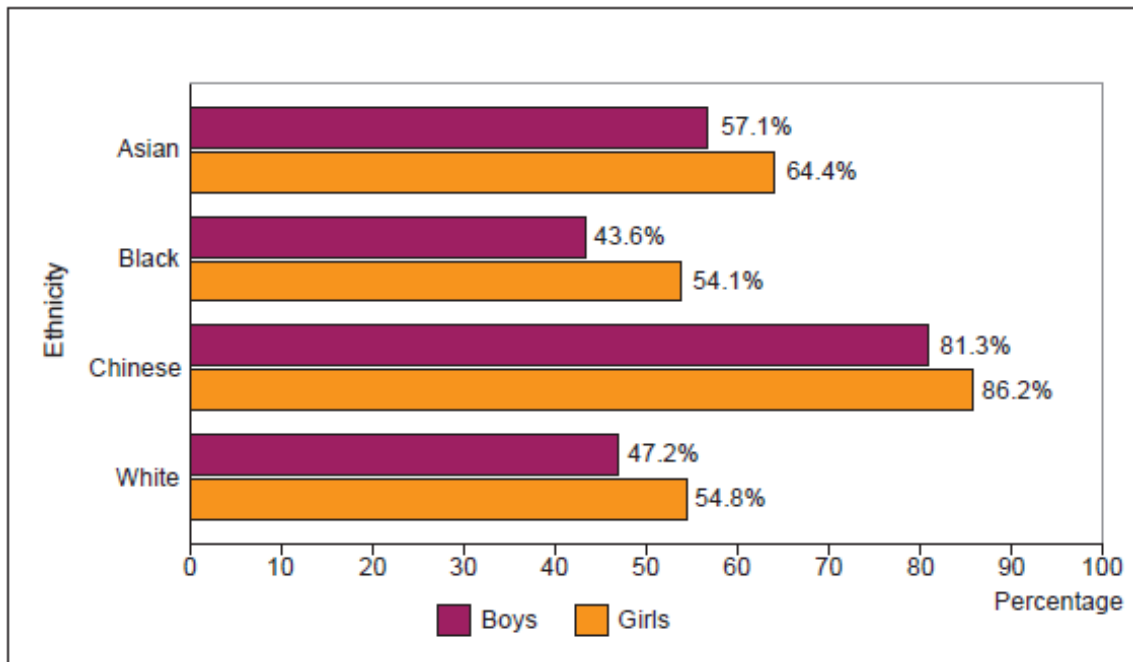
Choose one of the following options.

Option 1 Education

Compulsory question

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

Percentage of pupils attaining a grade 5 or above in English and Maths GCSE by ethnicity and gender.



Source adapted from: GOV UK: Key stage 4 performance: academic year 2020/21

- (i) Summarise the item showing the percentage of pupils attaining a grade 5 or above in English and Maths GCSE by ethnicity and gender in 2020/2021. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item. Expect to see reference to a range of points which should 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

- Chinese females and males do better compared to all other ethnic groups. 81.3% for boys and 86.2% for girls.
- At 43.6% black boys do worse than any other group.
- In every ethnic group girls do better compared to boys.
- Black girls and white girls have similar results at 54.1% and 54.8% respectively.
- The gap between black boys and black girls is greatest in relation to all other ethnic groups. 43.6% compared to 54.1%.

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 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 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 differences in attainment between different ethnic groups in the contemporary UK. [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 (AO2 band 3).

Indicative content

There should be an explanation of **two** different reasons.

- Cultural explanations - links could be made to Chinese pupils and tiger mothers. The work of Amy Chua might be referred to.
- The work of Archer et al on ability grouping and Francis on British-Chinese may be used. Francis also undertook research linked to the ways Chinese parents value educational success.
- Bourdieu and cultural capital may be cited.
- Overt/institutional racism in schools linked to, for example, the work of Mirza.
- Mac an Ghaill's work might also be cited with regard to racism in schools.
- Linguistic differences which could be linked to the work of Bernstein.
- The work of Sewell on black boys 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

Either

- 4 (b) (i) Using sociological evidence and examples, explain the meaning of the term marketisation. [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 marketisation. A neo-liberal/ New Right term which is concerned with the importance of educational institutions competing with one another in order to raise standards.
- Schools are in competition with one another.
- The importance of constantly measuring and assessing educational institutions linked to the work of Ofsted and also Ball.
- Freedom of choice for parents and students. Linked to raising standards as parents choose the most successful schools.
- Skilled choosers. Linked to the work of Gerwitz.

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) Evaluate the view that the education system is meritocratic. [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 meritocracy in relation to the education system.
- A clear definition of meritocracy as rewarding effort and skill through the use of tests and exams.
- Functionalists argue that the educational system is meritocratic. They assume without question that the UK education system is meritocratic. The work of Parsons is likely to be cited.
- The work of Davis and Moore will probably be used and the notion of sifting and sorting.
- Davis and Moore argue some stratification and inequality is normal and is part of a meritocratic system.
- Saunders argues middle class success is based partly on genes.

This view may be challenged by:

- Expect to see a critique from Marxists/neo-Marxists including Althusser and Bowles and Gintis and the way in which education benefits capitalism.
- Bowles and Gintis argue capitalist societies are not meritocratic - it is a myth, legitimated by the few from middle class backgrounds who do succeed.
- Althusser argues education is part of the ideological state apparatus which is used to give an illusion of fairness.
- The existence of private schools suggests the system is not meritocratic, rather money and wealth has an influence.
- The work of Young on the rise of the meritocracy might be referred to.
- Critique by researchers such as Mac an Ghail, Jackson and others.
- Critique from feminists such as Sharpe, Wilkinson and Colley.
- Interactionists and labeling theory. Gillborn and Mirza argue black pupils are treated more harshly than other ethnic groups.
- Campbell argues subject setting advantages those in top sets.
- Hallam agrees and argues when pupils are placed in sets it is not always on the basis of meritocracy but sometimes on behaviour.

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

- 4 (c) (i) Using sociological evidence and examples, explain the meaning of the term equal opportunities in education. [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 equal opportunities, a value which espouses an equal chance of success for all in the educational system.
- Social democrats argue that there should be equal opportunities in schools.
- Link to functionalists, such as Parsons, who hold similar views to social democrats regarding equal opportunities.
- The work of Chubb and Moe might be referred to.
- Introduction of comprehensive education.
- Introduction of the national curriculum.
- Equal Opportunities and issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio-economic disadvantage.
- 2010 Equal opportunities Act and implementation of the Act in schools.

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 material factors affect 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 what is meant by material factors in relation to educational attainment.
- Children from poor backgrounds are likely to do less well than those from more affluent backgrounds.
- The above is linked to the work of sociologists such as Flaherty.
- Educational attainment gap widens as children and then students proceed through the education system.
- Forsythe and Furlong argue working class students often find the costs of HE off-putting.
- Material factors means that children from poorer backgrounds tend not to access the books and other equipment that children from wealthier backgrounds have.
- Examples might be used such as food banks and clothing exchanges.
- Smithers argues young people from working class backgrounds are likely to leave the educational system in order to earn money as soon as possible.
- Some minority ethnic groups are more materially disadvantaged than others. See the work of Devine and also the Joseph Rowntree Trust.

This view may be challenged by:

- Cultural factors linked to inside and outside school.
- Inside school and the hidden curriculum, Althusser might be used here.
- The work of Feinstein might be used - linked to the data from the National Child Development Study.
- Class subcultures - working class have a fatalistic approach and are likely to seek deferred gratification.
- Working class underachievement is caused by deficiencies in the working class themselves. Early studies by Bernstein, J.W.B. Douglas and the Newsons all support this. More recently Murray.
- Murray argued the working classes and the underclass were inadequate and fatalistic.

Any other relevant point.

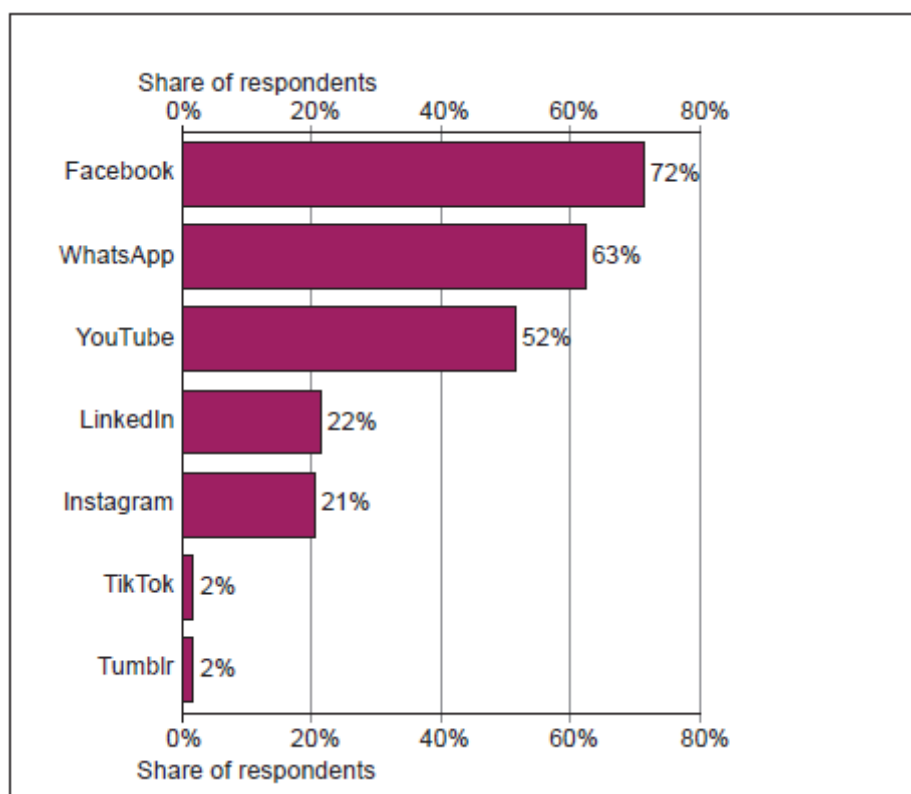
Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological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

Compulsory question

- 5 (a) (i) Study the following item and answer the questions.

Social media usage in the UK of those aged 56 and older in 2020



Source adapted from: <https://www.statista.com/statistics/1059480/social-media-usage-uk-age-56-over/>

Summarise the item showing the social media usage in the UK of those aged 56 and older. [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

- Facebook was the social media that is most used by those over 56 years old in 2020.
- 72% used Facebook.
- This compares to TikTok and Tumblr which were the least used at only 2%.
- On the other hand, Instagram and LinkedIn were very similar at 22% and 21% respectively.
- Twitter was 28% which was 6 percentage points more than Instagram and LinkedIn.

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 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 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 differences in social media use according to age. [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 (AO2 band 3).

Indicative content

There should be an explanation of **two** different reasons.

- Age. Older people want to stay in touch with younger family members. The work of Wilson at UCL might be cited.
- To maintain social well-being - Cotten et al.
- Statistical data from Age Concern is useful evidence.
- Younger people are likely to use social media for a range of social and work activities.
- The work of Blank and Lutz might be used.
- Accessibility for all age groups.
- Familiarity and habit regarding different platforms.
- Increasing use of technology.
- The work of Madden might be cited.
- Report on Adults' Media Use and Attitudes

Any other relevant point.

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

Either

- 5 (b) (i) Using sociological evidence and examples, explain the meaning of the term social media. [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 social media. Any form of digitally based platform.
- Social media are technologically based.
- Examples such as Facebook and TikTok.
- The work of Boyle may be used.
- The work of Cornford and Robins might be used. A way of capitalism controlling people in a subtle way.
- Social media owned and controlled by a small group see the work of Bagdikian.
- Global reach.
- Pinterest and Instagram are largely used by women.

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) Evaluate sociological models of media effects 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 a clear and detailed explanation of media effects on audiences.
- Expect to see reference to a range of media.
- Reference to direct and indirect effects.
- There are a wide range of sociological models and media effects on audiences, they are not all required.
- Theories such as the hypodermic syringe, a direct effect model, which suggests there is a direct link between what is depicted in the media and the behaviour of the audience. Often linked to violence such as the Jamie Bulger case. The work of McCabe and Martin may be used.
- The work of Hall on the direct effects of song lyrics who argues sexualised song lyrics have a negative effect.
- Effects of social media including Facebook and Instagram may be used.
- The two-step flow theory as an indirect effect theory. The work of Katz and Lazarsfeld is likely to be used.
- The cultural effects model. Media effects are linked to the norms and values of the audience.
- This theory is linked to some work by Marxists and neo-Marxists. Althusser and the ideological state apparatus may be used.
- The work of the Marxist Philo and his work at the GUMG will possibly be used.

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

- Difficult to measure the direct link, if any, of the effects of the media on audiences.
- The work of Cumberbach and of Charlton and Rhodes may be used.
- Users and gratifications model might be used and the work of Blumer and McQuail.
- The media as part of the ideological state apparatus and the work of Marxists and neo-Marxists. There may be reference to Althusser.
- Gauntlett argues social inequalities are a cause of problems regarding behaviour as much as the effect of the media.
- The audience is more active than many social models of effects. The users and gratifications model is useful in supporting this.
- The work of Hardcastle who argues that song lyrics can be positive.
- Examples such as the #MeToo campaign may be cited.

Any other relevant point.

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

- 5 (c) (i) Using sociological evidence and examples, explain the meaning of the term male gaze. [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 male gaze. Way in which the camera views people, mostly women, often in a sexual way.
- The work of Mulvey could be used, she argues the male gaze operates in three ways, via the camera, through male characters and male spectators.
- Wolff could be referred to.
- Berger and the objectification of women.
- Women as passive.
- Snow and the link to patriarchy.
- bell hooks and the invisibility of black women outside of the male gaze.

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 some ethnic groups are under-represented in the media. [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 different ethnic groups.
- Different ethnic groups and ways in which each are represented.
- Programmers and other media professionals represent minority ethnic groups according to what they think the white indigenous population wants to see.
- Reference to stereotyping of some groups and links to the work of Van Dijk.
- Reference to the work of some members of the CCCS and in particular to that of Hall and Policing the Crisis.
- Some groups are depicted as a threat - linked to the work of Nahdi.
- The work of Malik may be used.

This view may be challenged by:

- Evaluation from pluralists who argue there is equality of representation.
- Marxists argue some groups are not necessarily under-represented rather portrayed in a negative or stereotypical way.
- Examples such as the Lawrence case may be used.
- The work of Barker on Eastenders demonstrates improvements.
- Argued by functionalists that minority ethnic groups should be assimilated into British culture.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.

Any other relevant point.

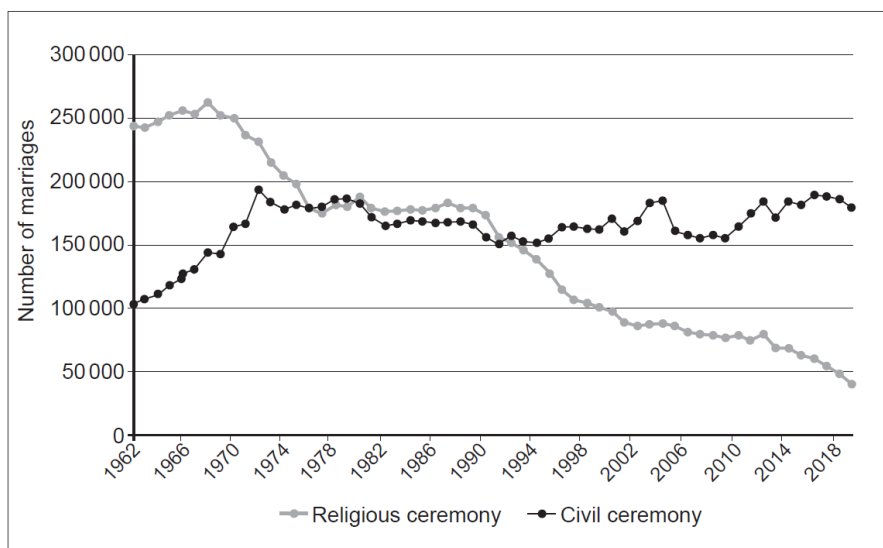
Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 Strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological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

Compulsory question

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

Number of marriages in England and Wales from 1962-2019 by type of ceremony.



Source adapted from: <https://www.statistica.com> published by D. Clark June 9th 2022.

- (i) Summarise the item showing the number of marriages in England and Wales from 1962-2019 by type of ceremony. [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

- Religious ceremonies were 250,000 in 1962 whereas civil ceremonies were only 100,000.
- Slight peak in 1976 to approximately 260,000.
- By 1972 175,000 and then flattened out.
- Civil ceremonies also flattened out 1978-1992.
- By 2018 religious ceremonies had decreased to 50,000.
- In 2019, approximately 179,905 marriages took place via a civil ceremony in England and Wales, compared with 39,945 religious ceremonies.
- Since 1992, there have been more civil ceremonies every year than religious ones.
- 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 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 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 people may choose to have a civil marriage ceremony. [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 (AO2 band 3).

Indicative content

There should be an explanation of **two** different reasons.

- A definition of civil ceremony may be included. A ceremony without religious input.
- Society increasingly secular, the work of Bruce might be cited.
- No religious faith. Miliband argues the media have replaced religion.
- Choice linked to Celebrants' Network.
- Convenience, also linked to Celebrants' Network.
- Changing gender roles, the impact of feminism and female empowerment.
- Postmodernism and choice. The work of Madge et al might be cited.
- Economic factors such as the increasing cost of living.

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) Using sociological evidence and examples, explain the meaning of the term belief. [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 belief. Belief is an open concept linked to religiosity and religious practices.
- Members of different religious groups who have strong ideas about aspects of the world. For example, Christians in South Africa opposed to apartheid.
- Often, as in Northern Ireland, where groups within a main religion may have conflicting and strong ideas.
- Traditional belief linked to, for example, the work of Gill.
- Beliefs applied to supernatural forces.
- Linked to patriarchy in some religions such as Christianity or Judaism or Islam.
- Moral beliefs based on social consensus.
- The research of Day may be used.
- JRT and National Children's Bureau published work by Garrod who explored beliefs of children.

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) Evaluate the view that religions give people a sense of belonging. [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 the notion of belonging.
- Statistical data on membership of different religions. The ONS has annual data.
- Functionalism and the notion of belonging with regard to the norms and values of society and the sense of social cohesion.
- Linked to collective conscience.
- Work of Durkheim and of Parsons may be used.
- Concepts such as social solidarity and meaning may be used. The work of Geertz might be cited. Religions give people a sense of belonging.
- Religions provide people with support at critical times such as death.
- Children and a sense of belonging particularly at certain times of the year such as Ramadan, Christmas and Passover.
- The work of Day on believing in belonging.
- Marxists argue belonging can divert attention from social and economic situations.
- The work of Weber may be used.

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

- Expect to see specific criticisms/evaluation of points raised.
- Religions do not always give people a sense of belonging. Dawson's work may be used.
- Problem with statistics, for example, statistics collected from children -see the work of Garrod.
- Participation does not necessarily reflect belonging, see Garrod.
- Religion is declining in importance. Reference to the secularisation debate might be made.
- Marxists argue religions do not necessarily give people a sense of belonging, rather of alienation.
- Religions support the status quo.
- Religions are patriarchal and men tend to hold the 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

Or

- 6 (c) (i) Using sociological evidence and examples, explain the meaning of the term sacred. [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 sacred. Spiritual things, things that inspire awe and reverence.
- Reference is likely to be made to the work of Durkheim.
- The notion of the profane as in opposition to the sacred, reference also to Durkheim.
- Religion is linked to the sacred parts of society.
- Examples might be used such as Uluru/Ayer's Rock or Glastonbury.
- The more contemporary work of Lynch might be used which develops the ideas of Durkheim.

Any other relevant points.

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

- (ii) Discuss the view that there has been an increase in non-traditional religions. [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 non-traditional religions such as New Religious Movements (NRMs).
- Statistical data from ONS, Census and YouGov on the numbers of those who actively engage in non-traditional religions.
- Reference to NRMs linked to the work of Wallis.
- Wallis's types of NRM are world-affirming, world-rejecting and world-accommodating.
- Appeal of NRMs to young people. Examples such as Hare Krishna.
- Religious fundamentalism.
- Work of Barker and the Moonies.
- The work of Glock might be used, linked to the class basis of non-traditional religions.
- The Church of Scientology.
- New Age Movements (NAMs).
- Weberians argue those who are marginalized in society or who find themselves in relative deprivation may turn to NRMs.

This view may be challenged by:

- Expect to see specific criticisms/evaluation of the points above.
- Difficulties of measuring affiliation as explained by Brierley.
- Some women are still attracted to traditional religions despite their patriarchal nature. The work of Davidman might be cited and/or Woodhead and Heelas.
- World rejecting non-traditional religions are very similar to sects.
- Beckford's critique of Wallis.
- Stark and Baimbridge's critique of Wallis.

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