



GCE AS MARKING SCHEME

SUMMER 2025

**AS (NEW)
SOCIOLOGY – UNIT ACQUIRING CULTURE
2200U10-1**

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.

GCE SOCIOLOGY
SUMMER 2025 MARK SCHEME

Section A

Compulsory question

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

UK society is often described as multi-cultural. People who may have been born in other cultures moved to the UK and have contributed to the wide variety of cultural traditions that exist in contemporary UK society. Second, third and ongoing generations often embrace elements of more than one **culture**, often from their family and other influences in their lives. Friends can be influential, as can music or fashion, as well as other agents of socialisation. As a result, many people have hybrid identities.

- (a) With reference to the item and your own knowledge, explain the meaning of the term **culture**. [5]

Answers should include accurate knowledge points for band 3AO1. 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; a way of life of any society that includes norms, values, traditions.
- Culture is not static- it changes so is socially constructed.
- Some societies are multi- cultural where mixing of cultures can produce new ones. The item might be used here.
- Relevant examples linked to the knowledge points.
- The item should be used to demonstrate understanding.

Band	AO1 elements 1a & 1b	AO2 element 1a
3	3 marks Answers demonstrate detailed knowledge and understanding of sociological concepts relating to the context of the question.	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological examples. 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 relating to the context of the question.	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological examples in the context of the question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological concepts relating to the context of the debate/question.	
	0 marks No relevant sociological point.	0 marks No relevant sociological point.

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

The focus of the answer should be on **how** any two agents of socialisation pass on norms and values. Candidates may choose to use the theme in the item, but the focus must be on process.

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 socialisation in both agents for band 3AO1 marks. Appropriate examples should be used to demonstrate understanding for each agent and, where the item is used effectively, this will be consistent with band 3AO2 marks.

Indicative content

- Terms such as role model, imitation and sanctions should be expected and rewarded.
- Terms such as canalisation, manipulation and peer pressure should be rewarded where appropriate.
- There will be accurate use of related terms and concepts with a focus on norms and values.
- The best answers will refer to specific examples which should be of norms/values.
- The item should be used to demonstrate understanding so you might expect to see reference to family, peer group or media.
- 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 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. 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 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. Some reference will be made to the item.
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 No relevant sociological point.	0 marks No relevant sociological point.

Section B

Choose **one** of the following options

Option 1 Families and Households

Compulsory question

2. (a) (i) Explain the meaning of the term singlehood. [5]

There should be an accurate definition. 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

- An accurate definition of the term- choosing to remain single and to live alone.
- Young people who are economically independent may be able to live alone.
- People who have been married or in a relationship that has broken down and now choose to remain single.
- Fear of divorce or higher value placed on marriage-Giddens.
- Examples used to show understanding.
- Any other relevant point.

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.
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 No relevant sociological point.	0 marks No relevant sociological point.

- (ii) Statistics and research show a change in the number of people living alone.
Explain **two** sociological reasons for this. [10]

For band 3 AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Changing values, for example the growth of secularisation and changing attitudes towards marriage- no stigma attached to living alone.
- Bruce- growth of individualism and New Age movement.
- Increased expectations of marriage; Allen and Crow.
- Increased life expectancy [ONS] and the death of a partner.
- Fear of divorce- Giddens.
- Economic independence ONS, GHS, Census data.
- Roseneil and Budgeon who discuss social change and the impact on diversity including living alone.
- 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 No relevant sociological point.	0 marks No relevant sociological point.

Either

2. (b) “Functionalist views of family are outdated”. Discuss this view. [30]

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. However, 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

Ideas and evidence against the view might include:

- The focus should be on evaluating functionalist and New Right ideas about the family: Murray, the link between social problems and family.
- The discussion should examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and what that implies.
- There may be a consideration focused on various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered ‘nuclear’, 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. Traditional nuclear v non-traditional nuclear might be addressed in the best answers.

Ideas and evidence supporting the view might include:

- 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?
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families.
- The increased significance of grandparents; Ross et al; how this is good.
- An examination of how social change may have an impact on the role of the family, such as the increased importance of grandparents, the changing role of women and increased life expectancy. How this might impact on family structure.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed , well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. Some application.	7-9 marks Answers demonstrate some of well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. Some pros and cons/some discussion. If juxtaposed put at bottom of band.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined. One sided in this band.
1	1-3 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.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

Or

2. (c) 'Traditional nuclear families are bad for women'. Evaluate this view. [30]

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. However, 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 answers to consider different feminist views; Marxist feminists such as Benston and Ansley. Morgan could be used to criticise these ideas.
- Radical feminists such as Delphy and Leonard, Greer. They can be challenged because they ignore the progress of women.
- Liberal feminists such as Somerville but there is little evidence to support her ideas.

Alternative views:

- Expect some explicit evaluation of feminist views such as reductionism; failure to acknowledge that some women are not exploited; Hakim and rational choice.
- Other theoretical perspectives may be considered to assess feminist ideas:
 - Marxist e.g. Zaretsky.
 - Postmodernist e.g. Stacey.
- Functionalist and New Right ideas may be used to support criticisms of feminist views for example, reference to concerns that are raised about contemporary family structures and relationships e.g. single parent families, the alleged negative influence of divorce on children, the influence of feminism that has devalued traditional family structures, increased dependence on the welfare state, greater recognition of and rights for same sex families.
- Ideas should be compared and assessed with reference to supporting evidence and examples.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed , well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. Some application	7-9 marks Answers demonstrate some of well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. Some pros and cons/some discussion. If juxtaposed put at bottom of band.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined. One sided in this band.
1	1-3 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.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

Option 2 Youth Cultures

Compulsory question

3. (a) (i) Explain the meaning of the term ladette. [5]

There should be an accurate definition. 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

- An accurate definition: females who dress and behave in ways more commonly associated with males-the dictionary definition- a young woman who drinks a lot of alcohol, uses rude language, and behaves in a noisy way.
- Their behaviour might be loud, brash and may include violence, alcohol, drugs.
- They may enjoy hobbies or do things in their free time that are traditionally associated with males.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
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.
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 No relevant sociological point.	0 marks No relevant sociological point.

- (ii) Some sociologists argue that females are less involved than males in youth sub-cultures.
Explain **two** sociological reasons for this. [10]

For band 3AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Concentration on involvement of boys in early youth subcultures, work of CCCS/Willis/Miller which may be due to either male stream sociology and the ignoring of girls' involvement, Heidensohn or more social control over girls and bedroom culture (McRobbie and Garber/Smart).
- Masculine and feminine identities linked to studies such as Lees / Sewell / Frith / Hebdige / Connell / Katz.
- Traditional masculine identities; deviance.
- 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 No relevant sociological point.	0 marks No relevant sociological point.

Either

3. (b) “There is no such thing as youth culture”. Discuss this view. [30]

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. However, 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

The focus should be linked to the idea that youth cultures no longer exist. So, there will, inevitably be an examination of postmodern ideas and alternatives. But there should be some attempt to examine contemporary ideas about youth such as the continued existence of goths, gaming subcultures, gang culture. Online cultures appear to be growing.

Ideas and evidence in support of the view might include:

- The postmodern views of youth culture; the notion that they are fluid, pick and mix, broken down and fragmented.
- The work of the Manchester Institute of Popular Culture whose research suggests that youth styles are no longer linked to class gender or ethnicity. The work of Bennett is important here.
- Bennett’s work on club and dance culture in which he coined the phrase neo-tribe to describe modern day youth culture.
- Polemus; supermarket of style supports this.
- A criticism of this view and reference may be made to writers such as Parsons, Eisenstadt. These writers were writing in a different era so bear this in mind.

Ideas and evidence that might be used to challenge the view might include:

- Other theories/explanations may be used to evaluate postmodern views:
 - Marxism – subculture and resistance; Phil Cohen, Hebdige.
 - The continued existence of youth subcultures with examples.
 - It can be argued that youth cultures are still linked to class gender and ethnicity with examples to support this.
- The strengths and weaknesses of ideas examined should be identified as part of the evaluative process.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed , well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. Some application	7-9 marks Answers demonstrate some of well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. Some pros and cons/some discussion. If juxtaposed put at bottom of band.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined. One sided in this band.
1	1-3 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.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

3. (c) Evaluate the view that youth acts as a rite of passage for young people. [30]

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. However, 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

The view:

- There should be clear evaluation of the sociological explanations of the role of youth culture particularly functionalist, the role of youth cultures in promoting social integration and sense of belonging in the transitory period between childhood and adulthood (Parsons/Eisenstadt).
- 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. This should be linked to the notion of rite of passage.
- Involvement in distinctive groups [cultures] can give a sense of belonging /sense of self.
- Lad culture.

Against the view:

- Challenge of the notion that views the period of youth as a positive transitional period-gangs, violence, misogyny,
- Critics: Marxist, youth cultures as an expression of working-class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdidge).
- Critics: Feminist, youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber).
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities (Willis).
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, male stream sociology. The focus must be on whether youth cultures are a rite of passage or something else.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed , well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. Some application.	7-9 marks Answers demonstrate some of well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. Some pros and cons/some discussion. If juxtaposed put at bottom of band.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined. One sided in this band.
1	1-3 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.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.