



GCE A LEVEL MARKING SCHEME

AUTUMN 2020

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

INTRODUCTION

This marking scheme was used by WJEC for the 2020 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

GCE A LEVEL SOCIOLOGY
COMPONENT 1 - SOCIALISATION AND CULTURE
AUTUMN 2020 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

In most human societies, individuals need to learn their culture in order to be able to fit in and feel connected to others around them. The process of socialisation helps individuals to learn how they are expected to behave, and sanctions are sometimes used in this process. We can also learn important information about gender roles from our family and friends. Some sociologists argue that socialisation is crucial to the maintenance of social order and stability in society.

1. (a) With reference to the item and sociological knowledge, explain the meaning of the term sanctions. [5]

AO1 band 3 answers will contain accurate knowledge which will include a definition of the term.

AO2 band 3 answers should demonstrate sound understanding through examples including references to the item.

Indicative content

- Definition of the term sanctions; reactions to behaviour that can be either positive or negative. Praise/ punishment
- Examples to demonstrate understanding drawn from wider knowledge and from the item.
- The item is used to demonstrate understanding.
- Any other relevant point.

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

- (b) Using the item and sociological knowledge, explain how gender roles are learned through the process of socialisation. [15]

The focus of the answer should be on how we learn gender roles through the process of socialisation.

For band 4 in AO1 and AO2, there should be accurate use of key terminology illustrating the process of socialisation. In AO1 band 4 answers there should be appropriate examples used to demonstrate understanding. Where the item is used effectively in answers this will be consistent with band 4 AO2 marks.

Indicative content

- Answers should examine how more than one agent of socialisation teach gender roles.
- Terms such as sanctions, role model, imitation should be expected.
- There should be use of specific concepts linked to agencies such as family, education and work, media.
- There should be appropriate selection and use of concepts such as norms, values, specific gender roles and expected behaviour.
- There should be specific examples explicitly linked to how gender roles are learned.
- The item should be used to illustrate understanding.
- Any other relevant point.

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

Section B

Families and Households

2. (a) Explain the reasons for changes in the role of grandparents in contemporary UK family life. [15]

Expect a range of reasons supported by evidence relevant to the reasons offered in relation to changes in the role of grandparents.

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

Indicative content

- Most of the research in this area comes from these 3 studies:
- Brannen: Increased life expectancy and increase in bean pole families= closer bonds and involvement of grandparents
- Ross et al; ditto
- Allen and Crow; grandparents can provide help and advice
- Any other relevant point

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

- (b) Discuss the view that conjugal roles are equal in contemporary families. [35]

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

Indicative content

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

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

- (c) Evaluate New Right views of families and households. [35]

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

Indicative content

- The focus should be on evaluating New Right ideas about families and households
- The answer should examine different family structures and relationships but not necessarily in a balanced way
- Expect to see reference to Murdock, Parsons, Murray, Phillips arguing for the New Right
- Evidence used to support could come from Cockett and Tripp or perhaps from Chester who, though not a functionalist could be used to argue that families are important and enduring institutions
- The contrary notion that families are exploitative patriarchal institutions should be examined and assessed.
- Contemporary research should be used to evaluate with reference to the increased role of men in family life.
- Research from writers such as Sclater, Duncombe and Marsden, Stanko, Ansley could be used to support feminist claims and criticisms of functionalist and NR ideas.
- The discussion should examine functionalist and New Right ideas about the value of the family including reference to both structure, roles and relationships
- There may be a consideration focused on various family forms and in particular; same sex families in relation to functionalist and NR ideas; Weekes et al
- 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 linked to the value of feminist ideas and claims
- The discussion may also examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and what that implies in relation to “ideal type”
- There is likely to be a consideration of the significance various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered ‘nuclear’ and “traditional”, and concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad; the focus should be on traditional v other types. This should be used to consider the value of functionalist and NR ideas
- Any other relevant point

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

Option 2 Youth Cultures

3. (a) Explain the relationship between ethnicity and youth cultures. [15]

There should be several points supported by evidence. There should be an explanation of how each point demonstrates the relationship between ethnicity and youth cultures. For band 4, AO1 points, should be supported by evidence. For band 4 AO2, the link between the points, evidence and question must be made and clearly explained.

Indicative Content

- Hebdige; clear link between black styles of dress, music, dancing and urban youth cultures.
- Rastafarians used as an example of this link.
- Bangra; Bennett and the notion of fusion
- The influence of ethnicity on hybrid youth cultures such as hip hop, gangsta rap.
- Any other relevant point.

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

- (b) Discuss the view that low status can encourage young people to join deviant sub-cultures. [35]

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

Indicative content

There should be clear discussion of how low status has often been associated with deviance; especially with spectacular youth sub-cultures.

- Patterns of crime and deviance; PRC, Home Office, BCS
- Disaffected youth; Cohen, Hebdidge, ethnocentrism
- Becker; the impact of labelling on perceptions of youth and on the relationship between youth and deviance
- Self- fulfilling prophecy
- McVie; challenges the apparent prevalence of young offenders in statistics
- The relationship based on resistant youth sub-cultures and counter cultures; Jefferson
- Patrick; Glasgow gang, anti-school sub-cultures Willis, Mac an Ghail
- The rise of girl gangs and ladettes; Archer, Wilson, rave culture McRobbie and Thornton
- Change; consumerism, Bennett
- Post- modernist ideas
- Answers should demonstrate a clear understanding of the relationship between deviance, crime and anti-social behaviour among young people. The term delinquency is likely to feature
- The problem with statistics and getting a valid picture of the relationship between youth and deviance should be addressed.
- Self -report studies suggest that around 25% of young people engage in anti-social behaviour
- Cohen's work in 1960s into Mods and Rockers and the creation of folk devils may be used to illustrate the relationship between the media and the apparent participation of young people in deviant subcultures. Status frustration.
- Labelling and moral panics.
- The link between this and moral panics and the work of Thornton into young people and drug taking.
- BCS data shows a link between age and type of offending and between ethnicity and offending
- Gender; the work of Messerschmidt, Muncie, Smart; edgework linked to gender and the relationship between gender and the CJS
- Black criminality; racism and the CJS. Lea and Young, deprivation
- Functionalist explanations; Abrams, Eisenstadt and youth as a phase between childhood and adulthood.
- Alexander; the myth of the Asian gang.
- Marxist ideas; deviance as resistance.
- Any other relevant point.

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

- (c) Evaluate sociological views of youth cultures in society. [35]

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

Indicative content

Expect an evaluation of functionalist, Marxist and Post-modern ideas about the role of youth cultures.

- Marxist, youth cultures as an expression of working class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdidge.) examples from the past used to argue for the view
- Feminist, youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber.) more contemporary examples such as girl gangs or female sub-cultures based on style
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media; globalisation, the changing role of women.
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, male stream sociology.
- Changes to masculine and feminine identities linked to studies such as Lees/Sewell/Frith/Hebdige/Connell/Katz.
- Rise in female crime and laddettes, Jackson.
- Growth of club culture and involvement of females (Thornton/Chatterton and Hollands.)
- Blurring of masculinity and femininity in more recent youth movements such as rave, in house, emo, (Redhead/Hetherington et al / Bennett/Willis.)
- Postmodernist view of deconstruction of gender.
- Changes in bedroom culture
- Lincoln; internet culture.
- Any other relevant point

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

Section C

Option 1 Education

4. (a) Using sociological evidence and examples, explain how racism in the classroom could affect attainment in education. [15]

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

Indicative content

Though discussion is not required here there may well be conflicting ideas presented which should be credited as knowledge and understanding of the issue.

- Labelling of black students; Gillborn and Youdell, Connolly, Sewell negative affect on attainment
- Asian students; Gillborn, impact varies but generally labelling based on positive stereotypes and more positive impact on attainment
- Fuller; black girls.....reject racist labels
- Ethnocentric curriculum; Coard
- Lack of positive ethnic minority role models for black boys; Sewell
- Institutional racism; Gillborn= unequal opportunity and possible reduced attainment
- Any other relevant point.

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

- (b) Evaluate sociological explanations of the relationship between gender and attainment in education. [35]

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

Indicative content:

- Brief outline of patterns; the improvement of girls, relative failure of boys BUT there should be an understanding that many boys succeed
- **Possible explanations** for success of girls;
- changing attitudes and expectations, Sharpe, Francis and Skelton, Wilkinson
- changes in the economy= more opps for females
- the impact of feminism that led to changes in legislation and greater awareness of gender equality
- differences in socialisation patterns that are more likely to encourage books, writing and activities conducive to educational success
- BUT there are failing girls; growth of ladette culture , Jackson and anti-school female sub-cultures, Archer
- **Possible explanations for** the relative failure of boys
- Crisis of masculinity; Mac An Ghail
- Lad culture= particularly w/c boys and the aspirations of boys; Francis
- Sewell; the failure of some black boys
- Socialisation that tends to encourage activities not conducive to ed success
- Any other relevant point.

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

- (c) Assess Marxist explanations of education. [35]

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

Indicative content

- Marxist ideas about processes inside schools and schools as M/C institutions;
- Althusser,
- Bourdieu,
- Sullivan,
- Reay,
- Bowles and Gintis.
- The impact of material deprivation on equality of opportunity; Smith and Noble, Halsey Heath and Ridge
- Callendar and Jackson: how material factors influence choices about higher education; the fear of debt
- Youth Cohort Studies that demonstrate the relationship between poverty and low attainment
- Lack of choice of schools, no funds for private tutors and extras
- Critique of the notion of meritocracy
- Schools reproduce social inequality
- Marxism as reductionist; the impact of ethnicity, gender
- Wider factors linked to class, ethnicity and gender should form part of the discussion
- Any other relevant point.

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

Option 2 Media

5. (a) Using sociological evidence and examples, explain the hypodermic syringe model of media effects. [15]

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

Indicative content

Most examples are likely to focus on youth and old age; there is likely to be less research based evidence in these answers and more examples.

- There should be a definition
- Marxist ideas about the impact of the media
- Bandura et al
- The work of the Glasgow Media group showing how ideas and opinions can be influenced by the media
- Copycat violence, representation of social groups and how it affects our perceptions; Frueh and McGee, Beuf, Davies, Tuchman and symbolic annihilation
- Hartmann and Husband; racism in the media and its effects, Van Dijk; racist attacks influenced by media representations and online influences
- Any other relevant point.

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

- (b) Evaluate Pluralist explanations of the media. [35]

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

Indicative content

- The emphasis should be on sociological views of media control and content, for example, traditional and neo-Marxist views of the ownership and control of the media such as:
 - agenda setting, ideology, cultural hegemony, the power of the media, ownership with relevant examples
 - Marxist ideas about ideology (Miliband, Tunstall and Palmer, Curran, Trowler)
 - Cultural hegemony and the work of the Glasgow University Media Group for example, agenda setting. Examples of news reporting based on their research
 - Stereotypical representation of social groups to argue against
- Pluralist: Whale, public service broadcasting, choice and the role of the internet in news reporting
- Katz and Lazarsfeld
- Greater access to a wide range of information and ideas via the internet
- Postmodernist ideas such as Levene
- Any other relevant point.

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

- (c) Assess the view that media representations of social groups are stereotypical. [35]

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

Indicative content

- Different social groups should be examined such as males and females, age, ethnic, disabled
- Gender; Croteau and Hoynes, Tuchman, Freuh and Mc Gee, Mc Robbie, Gauntlett, Ivory[women in video games]
- Ethnicity; Malik, ross, Gillespie, Van Dijk, Hartmann and husband
- Age; representation of old and young people; Signorelli. Dail , Featherstone and Hepworth...more positive representations of older people
- Disability; Longmore, Cumberbatch and Negrine, Harnett
- Many studies will help to argue for the view though some present evidence against
- Don't expect balance but do expect a judgement based on the evidence presented
- Any other relevant point.

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

Option 3

6. (a) Using sociological evidence and examples, explain reasons for New Religious Movements. [15]

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

Indicative content

- The growth of NRM linked to functionalist ideas
- Weber's ideas about religion and social change, new groups become established in marginalised groups; Stark and Bainbridge
- Relative deprivation; Barker
- Bruce; NRM appeal to the affluent and well educated because they offer promise and self-development
- A response to social change; Wilson
- Increase in radicalism; Bauman, resistance identity as traditional churches become more secular, diluting their beliefs
- Postmodernist ideas use the growth of NRM as proof of the demise of traditional religion
- Any other relevant point.

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

- (b) Evaluate functionalist views of religion in society. [35]

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

Indicative content

- The notion that religion maintains stability re-enforcing social order
- Durkheim ; totemism, the collective conscience
- Socialisation; Parsons, sacred moral codes
- Malinowski; psychological functions of religion and rites of passage
- Marxist ideas; religion as ideology and control, the opium of the masses; so, religion does have a function but not one that benefits the workers; how this is illustrated in the Hindu Castes system
- Norris and Inglehart support Marxist ideas as does Halevy so could be used to criticise functionalist ideas
- The growth of NRM used to defend functionalism
- Weber’s ideas about religion and social change
- Postmodernist ideas use the growth of NRM as proof of the demise of traditional religion, but Bruce disagrees
- The growth of secularisation; Stark and Bainbridge criticise this view and say secularisation is part of a cycle that leads to religious revival
- Any other relevant point

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

- (c) Assess the relationship between ethnicity and religion. [35]

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

Indicative content

- Religion of minority ethnic groups can be a source of explicit and active commitment, with many members of minority ethnic groups rating their religion highly in terms with how they live their lives; Modood
- Pentecostal churches help meet the specific needs of the black community in Bristol; Pryce
- Some minority ethnic groups may be caused to turn to religion as a source of support in the face of racism; Cashmore & Troyna
- Beckford; religion as a source of liberation
- Church attendance among minority ethnic groups is increasing partly as a result of immigration, also the intense community involvement of black churches; Brierley
- The religion of minority ethnic groups has a social and cultural significance in addition to religious commitment; Bird
- The religion of minority ethnic groups acts as a cultural defence and cultural transmission; Wallis and Bruce
- the popularity of Islam; Chryssides
- Any other relevant point

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