

CONFERENCE VERSION



GCE AS MARKING SCHEME

AUTUMN 2020

**AS (NEW)
SOCIOLOGY- COMPONENT 1
SOCIALISATION AND CULTURE
B200U10-1**

INTRODUCTION

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

GCE AS SOCIOLOGY
COMPONENT 1 SOCIALISATION AND CULTURE
AUTUMN 2020 MARK SCHEME

SECTION A

Compulsory question

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

We learn the **norms** and values of our society from our families and from other agents of socialisation such as education. We are taught how to behave in social situations and to respond to others in a polite and respectful manner. Norms and values may change over time and may vary from one society to another.

- (a) With reference to the item and sociological knowledge, explain the meaning of the term **norm**. [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 **norm**.
- Reference should be made the notion of informal rules which govern behaviour.
- Reference may be made to the link to social control.
- Reference may be made to behavior that is agreed to by members of society.
- Relevant examples.
- The item should be used to demonstrate understanding.
- 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 | 0 marks NRSP | 0 marks NRSP |

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

The focus of the answer should be on how any **two** agents of socialisation transmit norms and 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

- Expect to see terms such as sanction, role model and imitation.
- Focus should be on how – on the process.
- Reference should be made to norms and values.
- The link between the two will be referred to.
- Reference may be made to norms and values as relative.
- There will be appropriate examples.
- The item should be used to demonstrate understanding.
- Any other relevant point.

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

SECTION B

Choose **one** of the following options

Option 1 Families and Households

Compulsory question

2. (a) (i) Describe what is meant by a symmetrical family. [10]

Answers should include accurate knowledge for band 3 AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

Indicative content

- Expect a clear definition of symmetrical family.
- Reference might be made to the work of Young and Willmott.
- Reference may be made to symmetrical families replacing traditional nuclear families.
- The democratization of gender roles.
- Applies to privatised nuclear families.
- 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 | 0 marks NRSP | 0 marks NRSP |

- (ii) Some sociologists argue there is no such thing as a typical family. People can now choose who they live with. This means there is a wide range of social groups identified as families.

Explain **two** sociological reasons for the increasing diversity of families in the 21st century. [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

Expect **two** reasons with explanations for the increasing diversity of families in the 21st century.

- Postmodern society – Giddens and Stacey.
- Legalisation of gay and lesbian marriages.
- Greater acceptance of gay and lesbian relationships.
- Emotional support – Buchanan.
- Reference to the work of the Rapoport may be made.
- Decline of the nuclear family.
- Increase in lone parents.
- Increase in blended families.
- Increase in single person families.
- Ethnicity and family diversity – Westwood and Bhachu, Berthoud and Beishon, Goulborne.
- 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 the debate/question. | 5 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 3 | 6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 2 | 3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 1 | 1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. |
| 0 | 0 marks NRSP | 0 marks NRSP |

Either

- (b) Evaluate postmodern explanations of families and households. [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 emphasis on an evaluation of postmodern explanations.
- Reference to the decline of the nuclear family relative to other family types, the work of the Rapoport might be referred to here.
- The difference between high modernity and postmodernism may be referred to by some candidates.
- People making choices on the basis of an individualistic approach rather than what is expected by others linked to the work of Cheal.
- Societal links are weaker than in the pre 21st century enabling people to make more choices.
- Changes in legislation for example gay and lesbian marriages.
- Increased inequality between men and women leading according to Giddens to less stable relationships.
- The work of Beck and Beck-Gernsheim may be used in relation to risk and decision making and the fluid nature of contemporary life.
- Families and family relationships are now negotiated.
- Confluent love linked to the work of Giddens.
- Stacey and women as initiators of change.
- Weeks and sexual freedom.
- Bernardes and notions for example of choice, freedom, ambivalence.

- Evaluation from functionalist and the view that the traditional nuclear family is still the most fitted for industrial societies linked to the work of Parsons.
- The nuclear family still the most predominant – relevant and accurate statistics might be cited.
- Weeks and the view that most families still traditional.
- The new right and the work of Murray on the issues posed by lone parents.
- The work of Hakim might be cited in relation to choices women do or do not make re work outside the home.
- Baumann changes are negative.
- Reference to recent and relevant political, social and economic debate with regard to families.
- Any other relevant point.

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

Or

- (c) Discuss the view that the decline of the nuclear family has led to a range of social problems. [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 this view linked to the work of the new right.
- Expect reference to the work of Murray.
- Reference to the underclass.
- Poorly socialised children, particularly boys linked to Murray.
- The underclass and reference to crime.
- Underachievement in school linked to the work of Dennis and Erdos.
- Poor health of children from lone parent families linked to Dennis and Erdos.
- Increase in lone parent families.
- Expect supporting contemporary evidence and examples.
- Expect evaluation from other explanations such as functionalism, feminism and postmodernism.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Option 2 Youth Culture

Compulsory question

3. (a) (i) Describe what is meant by laddism. [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 laddism.
- Reference might be made to the work of Connell.
- Reference may be made to drinking and macho behaviours.
- Exaggeration of masculine traits such as aggression and being tough.
- The work of Miller might 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 | 0 marks NRSP | 0 marks NRSP |

- (ii) Campbell argues that a number of factors in late 20th century Britain have led to a crisis of masculinity. What it is to be male has been challenging young men.

Explain **two** sociological reasons why masculinity is in crisis. [15]

There should be an explanation of each point in relation to the focus of the question. For band 4 AO 1 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:

Expect **two** sociological reasons for why masculinity is in crisis.

- Traditional male work has been declining.
- Girls are out performing males in education linked to the work of Mac an Ghail.
- Males asserting a hyper-masculinity in order to cope with a crisis of masculine identity.
- McDowell and de-industrialisation.
- The independence of women linked to the work of Osgerby.
- 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 the debate/question. | 5 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 3 | 6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 2 | 3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 1 | 1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. |
| 0 | 0 marks NRSP | 0 marks NRSP |

Either

- (b) Evaluate the view that youth cultures are class based. [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 link to Marxism/neo-Marxism.
- Reference to the work of the CCCS.
- Socio-economic factors that led to the formation of youth subcultures.
- Resistance to the ruling class linked to Hall and Jefferson.
- Expect reference to a range of writers such as Clarke, Hebdige and Cohen.
- Owen and his work on chavs may be used.

- Evaluation from functionalists arguing youth cultures are just a stage linked to the work of Eisenstadt.
- Young and the middle class hippies and also the work of Brake on beatniks as well as hippies.
- Feminists who argue they are as much gender based as class linked to the work of McRobbie and Garber.
- Postmodernist view that they are not class based rather more fluid linked to the work of Thornton and dance culture.
- The work of the MIPS.
- Bennett and the role of the media in the formation of youth subcultures.
- Maffesoli and his work on neo-tribes.
- Polhemus and the supermarket of style.
- Class based analysis of youth subcultures seen as dated in the early 21st century.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Or

- (c) Discuss the view that youth subcultures are fragmented and diverse. [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 connection between the view and postmodernism.
- Expect references to the work of Maffesoli and neo-tribes.
- Bennett and the link to fashion and music.
- Thornton and dance culture.
- Impact of the media –Redhead.
- Club cultures and the work of the MIPS.
- Reddington – linked to work on the punks.
- Polhemus and the supermarket of style.
- Expect supporting contemporary evidence and examples.

- An assessment/discussion of the view in comparison to other views for example Marxists and functionalists.

- Youth subcultures are still a class issue, a resistance to capitalism.
- Some youth subcultures have a particular style which is not fluid and fragmented – goths and the work of Hodgkinson.
- Youth culture mainstream – linked to functionalism.
- Also to the work of Hollands and Chatterton.
- The work of those researching anti-school subcultures such as Willis, Mac an Ghail,
- 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 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. <i>element 1a)</i> | 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 | 5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined. |
| 2 | 2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question. | 4-6 marks Answers demonstrate basic arguments. Judgements 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 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 | 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.

| Region | Percentage of free school meal children achieving A*-C grades in GCSE English and Maths | Percentage of non- free school meal children achieving A*-C grades in English and Maths | Attainment gap in percentage points |
|--------------------------|---|---|-------------------------------------|
| London | 51.1% | 70.1% | 19.0 |
| West Midlands | 38.2% | 64.5% | 26.3 |
| North East | 37.5% | 66.5% | 28.9 |
| Yorkshire and the Humber | 35.8% | 65.2% | 29.4 |
| East Midlands | 35.3% | 65.1% | 29.8 |
| North West | 36.3% | 66.2% | 29.9 |
| East of England | 35.6% | 67.0% | 31.4 |
| South West | 35.4% | 67.3% | 31.9 |
| South East | 34.9% | 68.8% | 33.9 |

Regional variations in pupil attainment

| Regions | Percentages | Percentage Points |
|---------|-------------|-------------------|
|---------|-------------|-------------------|

Source: Education Endowment Foundation: The Attainment Gap. 2017.

- (i) Summarise the item showing regional variations in pupil attainment. [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.

Indicative content

- London has the highest number of pupils not on FSMs achieving A* - C grades in GCSE English and Maths with 70.1%.
- The West Midlands is the lowest with 64.5%.
- London is also the highest for those on FSMs with 51.1%.
- This compares to the South East with 34.9%.
- The South East has the biggest % point attainment gap.
- London has the smallest at 19% points.
- Any other relevant point.

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

- (ii) Explain **two** sociological reasons why pupils in some regions may do better than those in others. [10]

There should be sociological reasons with effective use of sociological language (AO1 band 3). At least **one** reason will be supported by sociological evidence (AO1 band 3). **Two** reasons for the same pattern/trend are acceptable.

Indicative content

There should be **two** different reasons

- Material deprivation linked to housing, food and resources the work of Howard, Tanner and Lobstein.
- Cultural capital linked to the work of Bourdieu.
- Cultural deprivation linked to the work of Murray.
- The work of Sewell might be referred to.
- 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 | 0 marks NRSP | 0 marks NRSP |

Either

- (b) (i) Using sociological evidence and examples, explain the meaning of the term ideological state apparatus. [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 ideological state apparatus.
- Expect to see reference to the work of Althusser.
- The ISA as the dominant ideology.
- The ISA includes institutions such as the family, media, education and religion.
- A Marxist term obscuring the inequalities of capitalism.
- Linked to false class consciousness.
- 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 question. | 4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question. |
| 2 | 3-4 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question. | 2-3 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question. |
| 1 | 1-2 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question. | 1 mark Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question. |
| 0 | 0 marks NRSP | 0 marks NRSP |

(ii) Evaluate feminist explanations of education.

[25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect to see a clear and detailed exposition of feminists' explanations of education.
- Expect to see the different feminist approaches evaluated.
- Liberal feminists linked to equality of opportunity.
- Subject choices and sex role socialisation – Oakley, Kelly and Colley.
- Gendered language and gendered textbooks.
- Marxist feminists and the link to capitalism.
- Hidden curriculum including gender stereotyping.
- Male dominance in the classroom linked to the work of Francis.
- Lads and ladettes in school linked to the work of Jackson.

- Evaluation from Marxist, functionalists, interactionists and postmodernists.
- Writers such as Althusser and education and the ideological state apparatus.
- Parsons, Davis and Moore and the functionalist view of education in relation to socialisation and to sifting and sorting.
- Becker and labelling.
- 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 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 | 5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. |
| 2 | 2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-6 marks Answers demonstrate basic arguments. Judgements 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 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 | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

Or

- (c) (i) Using sociological evidence and examples, explain the meaning of the term labelling. [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

Answers may make reference to some of the following:

- A clear understanding of the term labelling.
- Reference to the work of Becker.
- The work of Rosenthal and Jacobsen may be used and linked to self-fulfilling prophecy.
- Wright – linked to racism.
- Fuller and racism.
- Setting and resources – linked to Keddie, Ball, Hargreaves and others.
- 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 | 0 marks NRSP | 0 marks NRSP |

- (ii) Discuss the view that social class is an important influence on 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 a focus on social class as an important influence on educational attainment.
- Reference to statistics on the differential attainment of different social classes linked to FSMs.
- Reference should be made to all social classes.
- Material deprivation.
- Cultural capital linked to the work of Bourdieu.
- Meritocracy as a myth.
- Correspondence theory linked to the work of Bowles and Gintis.
- Hidden curriculum.
- Schools legitimate ruling class ideas linked to Althusser and education as part of the ideological state apparatus.

- Evaluation from those who argue ethnicity and/or gender influences educational attainment.
- Interactionists for example labelling – Becker.
- Self-fulfilling prophecy – Rosenthal and Jacobson.
- Pupil subcultures – Willis, Mac an Ghail.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Reference to current debates and issues.
- Any other relevant point.

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

Option 2 Media

Compulsory question

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

Use of devices/media at home by age – 2017

| Device/media | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65-74 | 75+ |
|------------------------------|-------|-------|-------|-------|-------|-------|-----|
| Mobile phone | 96 | 95 | 94 | 93 | 84 | 78 | 72 |
| Computer | 71 | 64 | 76 | 79 | 62 | 57 | 45 |
| Tablet | 58 | 66 | 66 | 62 | 57 | 48 | 28 |
| Radio set (DAB or otherwise) | 28 | 32 | 42 | 53 | 61 | 61 | 66 |
| DVR/DigitalVideo Recorder | 39 | 39 | 55 | 48 | 49 | 36 | 30 |
| Games console/ games player | 51 | 32 | 27 | 16 | 5 | 2 | 0 |
| Streaming media player | 22 | 19 | 22 | 23 | 13 | 6 | 2 |
| Wearable Technology | 9 | 9 | 15 | 14 | 6 | 1 | 1 |
| Any TV | 85 | 85 | 90 | 92 | 93 | 97 | 96 |

Percentage use by age groups.

Source: Adapted from - Media Use Report 2017

- (i) Summarise the item on use of media devices at home by age. [10]

Answers should include accurate knowledge points for band 3 AO1.

Points should be supported with examples from the item.

Expect to see reference to a range of points.

Indicative content

- 97% of young people had access to and used (96%) a mobile phone compared to 86% of those over 75 who had access to one and 72% who used one.
- The highest number to access streaming were 45-54 (30%) this can be compared to the over 75s where only 3% had access.
- Overall access to and use of any TV was high amongst all groups and the highest of all the devices.
- No over 75s used a games console whereas 51% of 16-24 year olds used one.
- Points should be supported with examples from the item.
- Any other relevant points.

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

- (ii) Explain **two** sociological reasons why some media devices are more popular than others 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 (AO1 band 3).

Indicative content

There should be **two** different reasons

- TV s have been in over 90% of households for a long time – see data from ONS and from YouGov.
- Some enable contact to be easily made such as mobile phones – Feld.
- To keep in touch with friends.
- Digital communication – Zeendo.
- To access information quickly – Briggs.
- Any other relevant point.

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

Either

- (b) (i) Using sociological evidence and examples, explain the meaning of the term popular culture. [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

Answers may make reference to some of the following:

- A clear understanding of the meaning of the term popular culture.
- Popular culture as products and activities enjoyed by the majority of the population – for example going to football or watching TV.
- A link may be made to the work of Bourdieu and his view that popular culture is not lesser than high culture just different.
- Reference might be made to the work of Skeggs and the interrelationship of popular culture, the working class and capitalism.
- The commodification of culture as espoused by Harvey.
- Any other relevant point.

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

(ii) Evaluate postmodernist views of 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 detailed exposition of postmodernist views of the media in the contemporary UK.
- Diversity and choice linked to the work of –
- No fixed representations of any particular social group.
- Media saturation linked to the work of Strinati.
- World more interconnected linked to the work of McLuhan and the global village.
- Globalisation and choice of identities including hybrid identities.
- Media’s role in the blurring of boundaries.
- Pessimistic view of postmodernists such as Baudrillard linked to the notion of hyper- reality.
- Turkle and the notion that TV is more real for people than reality.

- Expect evaluation from Marxists, functionalists and feminists.
- The media as used to control society – Miliband.
- McLuhan somewhat dated.
- Postmodernist ignore media stereotypes.
- Postmodernists lack empirical evidence for their claims.
- Evaluation from pluralists.
- An assessment/discussion of postmodern views in comparison to other explanations.
- Any other relevant point.

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

Or

- (c) (i) Using sociological evidence and examples, explain the meaning of the term agenda setting. [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 agenda setting.
- The control of what is for example in the news by editors.
- The control of the media over what is in the public domain for discussion.
- The work of the GMG and Greg Philo may be referred to.
- Examples.
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1 |
|-------------|---|--|
| 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 | 0 marks NRSP | 0 marks NRSP |

- (ii) Discuss sociological explanations of how the media portrays social class. [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 detailed exposition of how the media portrays social class.
- Expect reference to cultural hegemony.
- Representation of the upper class linked to the work of Newman.
- Marxist view regarding the way the media supports the interests of the ruling class.
- Representation of the underclass linked to the work of the new right.
- Representation of the working class linked to social problems.
- The work of Devereux and the representation of the working class.

- Notion of social closure and the difficulty of access to the upper class.
- Representation of other social groups such as gender and ethnic.
- The work of Hall might be used as evaluation.
- Evaluation using the work of pluralists.
- 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 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 | 5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. |
| 2 | 2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question. | 4-6 marks Answers demonstrate basic arguments. Judgements 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 interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/question. | 1 mark Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined. |
| 0 | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

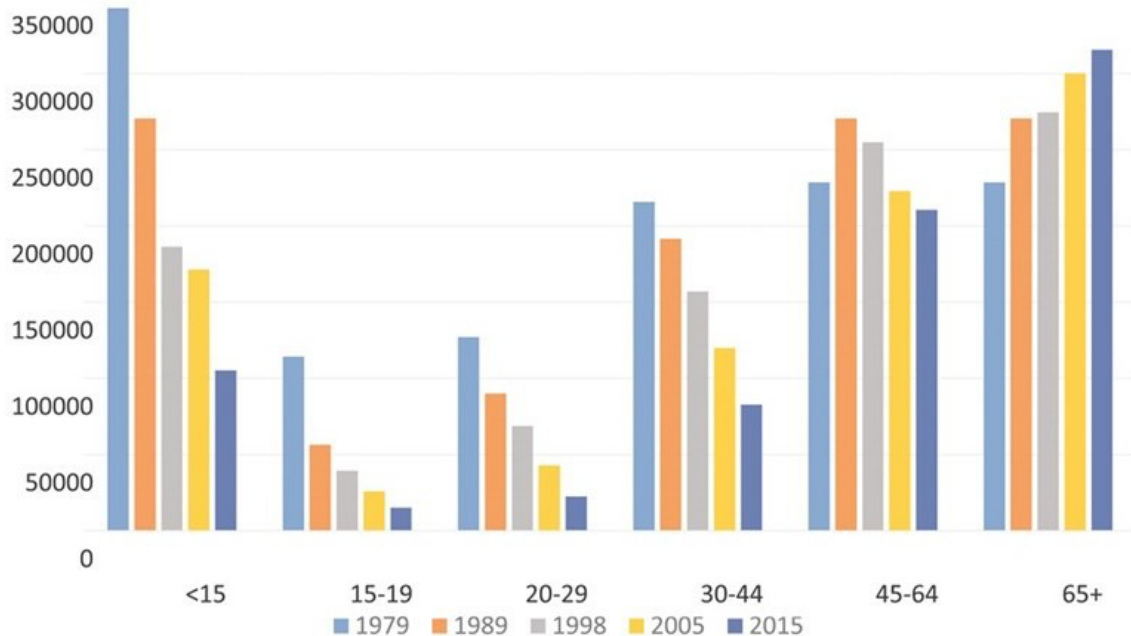
Option 3 Religion

Compulsory question

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

Church of England Sunday attendance by age group

C of E adult usual Sunday attendance



- (i) Summarise the data in the item on Church of England, Sunday attendance by age group [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.

Indicative content

- For the over 65s church attendance has remained quite stable over the years.
- In 1979 attendance by the under 15s was the highest of all at 350,000.
- In all years attendance was lowest for those aged 15-19.
- The age profile of Roman Catholics peaks in the years 45-54.
- Other Christian rises as people get older whereas non-Christian goes down.
- Those with no religion tend to be the younger age groups.
- 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 evidence relating to the context of the debate/question. | 5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate evidence in the context of the debate/question. |
| 2 | 2-3 marks Answers demonstrate some knowledge and understanding of evidence. relating to the context of the debate/question | 3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate evidence in the context of the debate/question. |
| 1 | 1 mark Answers demonstrate basic knowledge and understanding of evidence relating to the context of the debate/question. | 1-2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate evidence in the context of the debate/question. |
| 0 | 0 marks NRSP | 0 marks NRSP |

(ii) Explain **two** sociological reasons for secularisation.

[10]

There should be **two** sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO1 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

There should be **two** different sociological reasons.

- Secularisation more common in young people.
- Older people – greater religiosity – NORC Report.
- Older people more religious because of cohort effect – Davie and Vincent.
- Religion associated with conservatism.
- Beneficial effects of religion as people age – Coleman.
- Any other relevant point.

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

Either

- (b) (i) Using sociological evidence and examples, explain the meaning of the term spirituality. [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

Answers may make reference to some of the following:

- A clear understanding of the meaning of the term spirituality.
- Spirituality replacing religion for some people.
- The link between subjective life and spirituality.
- Reference may be made to the work of Heelas and to that of Heelas and Woodhead.
- A link to new age movements may be made.
- 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 question. | 4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question. |
| 2 | 3-4 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question. | 2-3 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question. |
| 1 | 1-2 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question. | 1 mark Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question. |
| 0 | 0 marks NRSP | 0 marks NRSP |

(ii) Evaluate functionalist explanations of religion.

[25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect a clear exposition of the functionalist explanations of religion.
- Religion as one of the agents of socialisation.
- Religion has a role in maintaining the general value consensus linked to the work of Durkheim.
- The need for religion linked to the work of O'Dea.
- Emotional support derived from key celebrations and events.

- Dysfunctions of religions. Religious conflicts linked to the work of Beckford.
- The work of Durkheim is dated and based on small scale research.
- Marxist explanation in terms of preventing social change.
- The work of both Hook and Leach might be referred to.
- As part of the ideological superstructure.
- Feminist explanations in terms of the patriarchal nature of most religions.
- Weberian explanations may be used as evaluation.
- 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 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 | 5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined. |
| 2 | 2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question. | 4-6 marks Answers demonstrate basic arguments. Judgements 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 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 |

Or

- (c) (i) Using sociological evidence and examples, explain the meaning of the term denomination. [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

Answers may make reference to some of the following:

- A clear understanding of the meaning of the term denomination.
- The work of Niebuhr may be used.
- The work of Stark and Bainbridge may be used.
- The link to new pentacostal groups may be made.
- Relevant examples may be cited.
- 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 | 0 marks NRSP | 0 marks NRSP |

- (ii) Discuss the view that new religious movements have replaced traditional forms of religion.

[25]

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question. Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a detailed exposition of new religious movements.
- Appeal of new religious movements to young people.
- The work of Barker with the moonies.
- The work of Glock and the class basis of new religious movements.
- Wallis and his threefold typology is likely to be considered.

- World rejecting NRMs are very similar to sects.
- Beckford's critique of Wallis.
- Stark and Bainbridge's critique of Wallis.
- 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 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 | 5-7 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. |
| 2 | 2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question. | 4-6 marks Answers demonstrate basic arguments. Judgements 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 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 | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |