



GCE AS MARKING SCHEME

SUMMER 2018

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

B200U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

EDUQAS GCE AS SOCIOLOGY
COMPONENT 1 - SOCIALISATION AND CULTURE
SUMMER 2018 MARK SCHEME
SECTION A

Compulsory question

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

All social groups, whether small or large, have to find ways of ensuring their members follow norms and values. In society different groups use **social control** to maintain order. Teachers, for example, use detention if students go against the norms and values of the school. Social control may also be achieved by using rewards.

- (a) With reference to the item and sociological knowledge, explain the meaning of the term **social control**. [5]

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

Indicative content

- Definition of the term social control.
- Reference to link between social control and order.
- Reference to formal and informal social control.
- 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 material from the item and sociological knowledge, explain how any **two** agents of socialisation control behaviour. [10]

The focus of the answer should be on how any **two** agents of socialisation control behaviour.

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 control behaviour 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

- Terms such as sanctions, rewards and order should be expected.
- Expect to see reference to formal and informal social control.
- Accurate use of terms such as rules, norms and values will be rewarded.
- The best answers will focus on the process of how any two agents control behaviour.
- The item will 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 the features of childhood in the contemporary UK. [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

- Distinction between childhood and adulthood blurred.
- Child centred families.
- Exposure of children to media and consumer products.
- Loss of innocence.
- Working parents.
- Intergenerational arrangements with grandparents.
- Toxic childhoods.
- Cultural diversity.
- 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

2. (a) (ii) There is a variety of extended families, they may be vertical or horizontal and may vary according to culture.

Explain **two** sociological reasons for extended families. [15]

There should be two sociological reasons supported by evidence. There should be an explanation of each point in relation to the focus of the question. For band 4 AO1 there should be two reasons with supporting evidence/examples for both. For band 4 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

Expect **two** sociological reasons for extended families.

- People living longer leading to more vertical extended families - beanpole families/verticalised families.
- Cultural diversity – Chinese families, families from the Indian sub-continent – linked for example to the work of Ballard and/or Platt.
- Blended/reconstituted families. Divorce-extended families – linked to the work of Stacey.
- Involvement of grandparents whilst both parents work.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of 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

2. (b) Evaluate functionalist views of the family. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect to see a clear exposition of the functionalist view of the family.
 - expect detailed reference to writers such as Murdoch and Parsons.
 - there may be reference to what is deemed to be biologically natural.
 - there may be reference to women as expressive and men as instrumental.
 - reference to the warm bath theory.
 - there may be reference to the New Right and writers such as Murray.
 - the work of Dennis and Erdos and Saunders may be used.
 - expect supporting contemporary evidence and examples.
 - an assessment/discussion of the view in comparison to other views could be expected for example Marxists and feminists.
 - reference to the dark side of the family and the work of Mirlees-Black.
 - it ignores the variety of family forms.
 - it ignores the triple shift performed by women.
 - it ignores the ways in which families socialise children into accepting social inequality.
- 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

2. (c) Discuss the view that families and households can have a negative effect on their members. [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 a detailed exposition of what is meant by the view that families and households can have a negative effect on their members.
- There should be reference to all members of families and households.
 - expect data on domestic violence from the ONS or the BCS. Also data on child abuse.
 - expect to see detail of the work of Stanko cited.
 - also the work of Sclater.
 - expect detailed consideration of feminist explanations of the dark side of family life.
 - reference to radical feminists and the relationship between domestic violence and patriarchy and the effect on families and households.
 - references to writers such as Hanmer and Saunders.
 - reference to the exploitation of women and sometimes children within families and households linked to the work of Delphy and Leonard and ways in which women are exploited by men and by capitalism.
 - reference to Ansley and women as the takers of shit.
 - expect detail of the effect of domestic violence on families and households.
 - effect of domestic abuse on children.
 - reference to child abuse could be expected.
 - the work of Nazroo may be referred to.
 - reference to the work of Dobash and Dobash.
 - the family does not have a negative effect on families and households rather it is a safe haven – linked to the work of functionalists such as Parsons.
 - male aggression is natural.
 - radical feminists tend to focus specifically on domestic violence of men to women and ignore other aspects of the dark side of families and households.
 - expect supporting contemporary 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 the features of gangs. [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

- Based on territory.
- Sense of belonging.
- To obtain some excitement linked to work of Willis, Miller, Lyng and Katz
- Anti-school linked to the work of Sewell.
- Structure – hierarchy and rules.
- Shared norms and values.
- Expect to see evidence from writers such as Patrick, Venkatesh, Williamson and others.
- Any other relevant point.

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

3. (a) (ii) Willis researched a group of lads who had formed an anti-school subculture. The lads rejected school and looked forward to the day they could leave and start work.

Explain **two** sociological reasons for the formation of anti-school subcultures.

[15]

There should be **two** sociological reasons supported by evidence. There should be an explanation of each point in relation to the focus of the question. For band 4 AO1 there should be two reasons with supporting evidence/examples for both. For band 4 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

Expect **two** sociological reasons for the formation of anti-school subcultures.

- A way to deal with status frustration linked to the work of Cohen.
- Based on social class.
- As a result of labelling linked to the work of Becker.
- As a result of fear of failure linked to the work of Reay.
- Based on macho masculinities linked to the work of Mac an Ghail.
- Based on ethnicity.
- 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

3. (b) Evaluate Marxist explanations of youth subcultures [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect to see a clear exposition of Marxist explanations of youth subcultures.
 - expect references to social class and conflict as a reason for the formation of youth subcultures.
 - reference to the economic situation many youth found themselves in in the 60s and 70s.
 - there may be reference to the work of the CCCS and neo-Marxist explanations.
 - the notion that youth subcultures are or could be seen as a form of resistance linked to the work of writers such as Hall, Clarke, Hall and Jefferson, Cohen and Hebdige.
 - reference to the formation of youth subcultures as an act of rebellion.
 - reference may be made to the ways in which youth subcultures exaggerate working class values.
 - the work of Brake in relation to working class sub-cultures and magical thinking may be used.
 - Marxists and neo-Marxists were often making assumptions about the meanings youth attached to their actions and to the formation of youth subcultures.
 - they tended to romanticise some groups who were not particularly pleasant such as the skinheads.
 - feminists argue that the CCCS tended to ignore girls linked to the work of Griffin and of McRobbie and Garber.
 - a tendency by Marxists and neo-Marxists to ignore middle class subcultures such as hippies linked to the work of Muggleton.
 - postmodernists suggest youth cultures are now more fluid linked to the work of the MIPS and to the work of Bennett and of Thornton.
 - functionalists argue that youth culture is a transition to adulthood which all young people go through linked to the work of Eisenstadt and to Parsons.
- 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

3. (c) Discuss the relationship between ethnicity and youth culture. [25]

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

Indicative content

- Expect to see a clear exposition of the relationship between ethnicity and youth culture.
- There should be reference to a range of ethnic groups.
 - black culture more influential for some youth than class or gender linked, for example, to the work of Sewell, Wright and Alexander.
 - relationship between youth culture and style including music and fashion linked to the work of Hebdige
 - examples such as rastafarians may be cited
 - the notion of fusion linked to Bhangra and the work of Bennett
 - resistance of some ethnic groups to capitalism linked to the work of Hall and of Sewell
 - the work of Alexander may be referred to
 - youth cultures in schools linked to the work of Cohen, Mac an Ghail, Fuller, Jackson and others
 - masculinities and their influence on the formation of youth cultures linked to the work of Sewell, Messerschmidt and Connell
 - the CCCS largely ignore ethnicity
the ethnocentric approach of some sociologists working in the field of youth culture
 - Marxists and neo-Marxists argue class is more influential in terms of the formation of youth subcultures linked to the work of Cohen, Clarke, Hall and Jefferson and others.
 - postmodernists argue youth cultures are much more fluid than they were in the mid to late 20th century linked to the work of Bennett, Thornton and others.
 - 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.

Percentage of pupils achieving 2 or more GCE A Levels and equivalent passes 2008/9 to 2012/13

	2008/09	2009/10	2010/11	2011/12	2012/13
All pupils	48.7	52.7	52.8	54.7	54.8
Boys	43.6	47.3	48	49.7	50.1
Girls	54.2	58.5	57.9	60.1	59.9

Figures in percentages

Source: Department of Education and Training statistics UK 2014.

4. (a) (i) Summarise the content of the table showing the percentage of pupils achieving 2 or more GCE A Levels and equivalent passes 2008/9 to 2012/13. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item.

Indicative content

Expect to see reference to a range of points:

- girls have achieved more GCEs in each year.
- the gender gap increased initially then went down then went up again in 2011/12 before it went down in 2012/13.
- the achievement of boys has gone up year on year.
- the achievement of girls dipped in 2010/11 then went up and dipped in 2012/13.
- girls have never been less than 50%.
- boys have only recently (2012/13) reached 50%.
- 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

4. (a) (ii) Explain **two** sociological reasons for the link between achievement and gender. [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:

- socialisation.
- expectations of parents for girls linked to the work of Francis and Skelton.
- expectations of girls for themselves linked to the work of Power.
- changes in the labour market.
- girls setting the pace for change in a risk society linked to the work of Beck.
- crisis of masculinity lowering the expectations of boys of their job prospects linked to the work of Sewell or of Mac an Ghail.
- 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

4. (b) (i) Using sociological evidence and examples, explain the meaning of the term cultural deprivation. [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 cultural deprivation.
- a controversial concept based on the notion that there is an agreed notion of what is meant by culture.
- there is an implication that working class culture is somehow inferior to middle class culture.
- an implication that the working classes have less culture than the middle classes.
- the implication that the norms and values of the working classes are inappropriate.
- Bernstein and his work on language may be used in relation to linguistic deprivation.
- Douglas’s work may also be used.
- links between cultural deprivation and educational attainment 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

4. (b) (ii) Discuss the view that gender is a major influence on educational achievement. [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

- The focus of the answer should be on the view that gender is a major influence on educational achievement.
- expect to see a range of feminist theories.
- expect to see references to males and females.
 - there may be some statistics relating the differential attainment of males and females.
 - expect to see some consideration of the under-performance of males compared to females.
 - factors relating to gender such as equal opportunities.
 - socialisation and sex role theory linked to the work of liberal feminists and their views on discrimination.
 - hidden curriculum including material in textbooks linked to the work of Kelly, language linked to the work of Oakley and the gendered nature of subjects linked to the work of Colley.
 - crisis of masculinity leading to the disaffection of some boys linked to the work of Sewell, Mac an Ghail and Cohen.
 - differential teacher attention towards males and females.
 - some of the issues raised by some feminists have been addressed.
 - not all boys are disaffected.
 - class is more of an influence than gender linked to the work of Bourdieu and to the work of Reay.
 - ethnicity also an important influence on attainment linked to the work of Sewell and others.
 - reference may be made to labelling theory.
 - functionalist views of education linked to the work of Parsons.
 - 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

4. (c) (i) Using sociological evidence and examples, explain the meaning of the term cultural capital. [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 term cultural capital.
- The link between cultural capital and social class.
- The dominant culture and the link to social class linked to the work of Bourdieu.
- The work of Sullivan and of Ball may also be used.
- The lifestyles and experiences of students in sixth forms applying to universities linked to the work of Reay.
- 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

4. (c) (ii) Evaluate interactionist 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

- The focus of the answer should be on interactionist explanations of education.
- Expect to see reference to inside school factors in relation to education.
 - labelling linked to the work of Becker and to the notion of the ideal pupil.
 - typing linked to the work of for example Hargreaves, Hester and Mellor.
 - early years and typing as demonstrated in the work of Rist.
 - counselling with regard to college courses as demonstrated in the work of Cicourel. and Kitsuse and the link to social class.
 - self-fulfilling prophecy linked to the work of Rosenthal and Jacobson.
 - the view that pupils may respond positively to negative labelling as found by Fuller is likely to be considered.
 - streaming, banding and setting are also likely to be discussed using the work of Ball, Keddie and Hargreaves.
 - Gillbourn and Youdell found evidence to support the idea that setting was a factor in the achievement of students.
 - the work of Sewell may be used and also that of Archer and Francis.
 - Mac an Ghail's work on masculine identities may also be used.
 - labelling in relation to girls and boys linked to the work of Francis.
 - expect to see reference to ethnicity and racism in classrooms linked to the work of Gillbourn and Youdell and to Sewell.
 - the more recent work of Ireson, Hallam and Hurley is also relevant as evaluation of the result of setting.
 - studies tend to be small scale and therefore may not reflect social reality.
 - outside school issues such as material and cultural factors.
 - reference may be made to postmodernists.
 - any other relevant point.

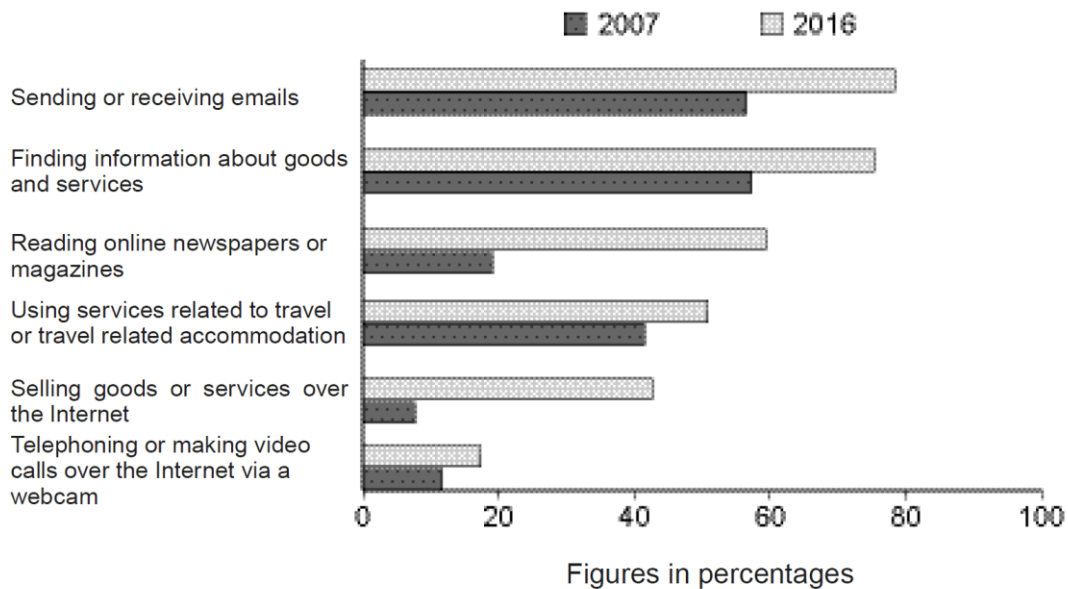
Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological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

Comparison of the use of the Internet between 2007 and 2016



Source: Adapted from the Office for National Statistics Internet Access - Households and Individuals: 2015

5. (a) (i) Summarise the content of the table showing the comparison of the use of the Internet between 2007 and 2016. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item.

Indicative content

Expect to see reference to a range of points.

- All uses have increased from 2007 to 2016.
- Reading on-line newspapers one of the biggest increases.
- Another big increase is telephoning or making video calls.
- Travel and travel related services is the smallest change.
- Sending and receiving emails and finding information are about the equivalent to each other.
- 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

5. (a) (ii) Explain **two** sociological reasons for the increasing use of the Internet. [10]

There should be **two** sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO2 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

There should be **two** different reasons which will be linked to the data in the table such as:

- Internet is part of the digital revolution possibly linked to the work of Boyle.
- Increase in use of new technology including the internet.
- Media convergence possibly linked to the work of Jenkins.
- Increased use of internet for consumer products linked to work of Curran and Seaton.
- There may be links to postmodernism.
- Revolution in e-commerce.
- Rise in digital literacy.
- 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

5. (b) (i) Using sociological evidence and examples, explain the meaning of the term globalisation with reference to the media. [10]

AO1 band 3 answers will contain accurate knowledge points, one of which will be an accurate definition of the term. For band 3 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- A clear understanding of the term globalisation with reference to the media.
- Reference may be made to McLuhan – although slightly dated.
- Notion of a global village.
- Reference may be made to postmodernists and their view of wide range of lifestyles and identities that people can choose from.
- Access to news across the world as it occurs.
- Cultural homogenisation.
- Cultural imperialism.
- 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

Or

5. (b) (ii) Discuss the view that the media causes moral panics. [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

- Answers should focus on the view that the media causes moral panics.
 - expect a clear exposition of what is meant by moral panics.
 - a link to the work of Cohen is likely to be made and the media reaction to events over bank holidays in 1964.
 - the amplification of events and links to the amplification of deviance including the way the media sensationalises events and uses exaggerated language.
 - folk devils linked to the work of Cohen and to that of Goode and Ben Yehuda.
 - the work of Jewkes is likely to be used.
 - the link between moral panics and wider social changes in society linked to the work of Furedi.
 - Critcher's work on ways in which the media causes moral panics for example in relation to Aids.
 - media and moral panics in order to make profits.
 - Marxists argue deviancy amplification and moral panics used as a means of social control linked to the work of Hall and of Cohen.
 - expect to see evaluation from McRobbie and Thornton
 - the work of Hall may be used as evaluation – media causes moral panics, serving an ideological role but there is a failure by Marxists to accept that moral panics are a result of real concerns in society.
 - Marxists take a conspiratorial view.
 - Beck may also be cited.
 - Any other relevant point.

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

5. (c) (i) Using sociological evidence and examples, explain the meaning of the term newsworthiness. [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 term newsworthiness.
- Events that occur which the owners and controllers of news consider that the public would want to know about or should be informed about.
- Set of values of the media which influence what is published.
- The work of Galtung and Ruge may be used and also Harcup and O'Neill.
- Ideas of what is newsworthy linked to the work of Bignell.
- Concepts such as news values may be used to assist the explanation.
- Relevant examples of good and bad news stories/events.
- Any other relevant points.

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

5. (c) (ii) Evaluate pluralist 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

Answers should focus on pluralist views

- Expect a detailed exposition of pluralist views of the media.
 - the diversity and choice provided by the media – such as variety of TV channels, range of newspapers and the internet.
 - media offers choice to consumers.
 - role of the media to hold those in power to account and to provide space for competing views linked to the notion of investigative journalism.
 - media is led by audiences linked to work of Whale.
 - professionalism of media workers ensures the news is unbiased.
 - news reporting is fair and balanced linked to the work of Jones.
 - relevant examples of the consequences of bias as for example the News of the World.
 - the media protects democracy in the form of a fourth estate.
 - reference may be made to the two-step flow theory and the work of Halloran and to Curran and Gurevitch.
 - critique by Marxists who argue the variety and choice is shaped by the media itself – owners, editors and advertisers.
 - pluralism ignores where power lies in society.
 - pluralism ignores the negative impact that the media has on different social groups.
 - it ignores the narrow backgrounds of media professionals.
 - 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 the questions.

Percentage identifying with religious affiliation between 2012 and 2016

	2012	2014	2016
Christian	54.2	53.2	51.4
Non-Christian	7.3	6.5	6.1
None	36.2	37.9	40.5
Prefer not to say	2.2	2.3	2

Figures in percentages

Source: Adapted from Ashcroft (2016) Political Poll

6. (a) (i) Summarise the content of the table showing religious affiliation between 2012 and 2016. [10]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples from the item.

Indicative content

Reference may be made to:

- A greater percentage identify with Christianity than non-Christianity.
- More people say they are not affiliated than say they are non-Christian.
- The number affiliating themselves with Christianity has gradually gone down.
- The number who do not affiliate with any religion has gradually gone up.
- There are only a few in any year who are not prepared to say.
- The number who say they are non-Christian is going down.
- Any other reasonable 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

6. (a) (ii) Explain **two** sociological reasons for religious affiliation. [10]

There should be **two** sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO2 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

There should be **two** different reasons which will be linked to the data in the table such as:

- Secularisation.
- Religious disenchantment.
- Changing social views and the acceptance of not affiliating to any religion.
- Interpreting evidence is problematic.
- Increase in scepticism linked to the work of Bruce.
- Disengagement.
- Decline of communities and uncertainty linked to Bruce.
- 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

6. (b) (i) Using sociological evidence and examples, explain the meaning of the term religiosity. [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 term religiosity.
- Participation in religious activities.
- Belief in a religious doctrine linked to cognition.
- Spirituality.
- Expect reference to the work of Cornwall on the Mormons.
- Reference to typologies such as that of Glock.
- Difference between men and women in terms of religiosity linked to the work of Miller and Hoffman and Woodhead.
- Links between religiosity and poverty.
- Any other reasonable 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

6. (b) (ii) Evaluate postmodern views 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

Answers should focus on postmodern views of religion

- a detailed exposition of postmodern views of religion.
- religions provide people with choice – spiritual shoppers.
- the work of Lyon is likely to be discussed.
- postmodernity undermines faith in external authority including religions linked to the work of Bauman.
- critique of Bauman by Beckford.
- also critique by Lyon.
- new age and the work of Heelas.
- high modernity and religious revival linked to the work of Giddens.
- 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

6. (c) (i) Using sociological evidence and examples, explain the meaning of the term New Religious Movements. [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 term New Religious Movement.

- Different from established religions.
- Separate from existing dominant religions.
- Types of NRMs.
- Typology devised by Wallis.
- World- rejecting, World-accommodating, and World-affirming.
- 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

6. (c) (ii) Discuss the view that religion is a force for change. [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

- Answers should focus on the view that religion is a force for change.
 - weberian view linked to his social action theory and to the development of capitalism.
 - change linked to a range of factors.
 - contemporary arguments of Marshall.
 - evaluation of Weberian views by for example Kautsky.
 - neo-Marxist views that religious institutions have autonomy and therefore empowers people.
 - liberation theory and the work of Maduro and Romero.
 - evaluation from Marxism – religion is a conservative force and is against social change. Part of the ISA lined to the writings of Marx and work of Althusser.
 - work of Bruce may also be used.
 - expect to see evaluation of Weberian ideas in comparison to other views such as Marxism, postmodernism and feminism.
 - 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