



GCE A LEVEL MARKING SCHEME

SUMMER 2018

**A LEVEL
SOCIOLOGY - COMPONENT 1
SOCIALISATION AND CULTURE**

A200U10-1

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 A LEVEL SOCIOLOGY - COMPONENT 1
SOCIALISATION AND CULTURE
SUMMER 2018 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

Cultures are not fixed, either in time or location. Human societies are characterised by cultural diversity which has sometimes resulted in misunderstandings between individuals and groups. Advances in communication technology have allowed us to better appreciate the nature of cultural diversity. Families are important in passing on specific cultural norms and values to children.

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

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

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

Indicative content

Definition of the term cultural diversity – differences in the norms, values, traditions [components of culture] between different societies.

- Examples drawn from different cultural practices and customs.
- Examples drawn from different times; diversity being linked to change.

The item should be used to illustrate understanding.

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

- (b) Using the item and sociological knowledge, explain how norms and values are passed on from one generation to the next. [15]

The focus of the answer should be on how norms and values are passed on through the process of socialisation.

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

Indicative content

- Reference should be made to agencies of socialisation with reference to the item.
- Terms such as sanctions, role model, imitation should be expected.
- There should be use of specific concepts linked to agencies such as family, education and media.
- There should be appropriate selection and use of concepts such as norms, values, identity, peer pressure and hidden curriculum.
- There should be specific examples explicitly linked to the transmission of culture such as how role models within the family transmit culturally expected roles to children.
- The item should be used to illustrate understanding.
- Any other relevant point.

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

Section B

Families and Households

2. (a) Explain reasons for increase in the diversity of family types in the contemporary UK.

[15]

Expect a range of reasons supported by evidence with explanations of their influence on the increase in the diversity of family types in the UK.

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

Indicative content

- Changing values, for example the growth of secularisation and changing attitudes towards co-habitation = more co-habiting couples.
- Increase in divorce = more lone parent households.
- Increase in divorce = more re constituted families.
- Increase in singlehood and in women having fewer children; Changing roles and expectations of women; Legislation such as the 1975 Equal Pay Act, 1975 Sex Discrimination Act, 2006 Equality Act, abortion laws, divorce laws, the contraceptive pill which have changed expectations and given greater economic independence to women-Scare Wilkinson.
- Increase in same sex couples linked to changing culture and changing legislation.
- Any other relevant point.

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

2. (b) Evaluate the view that the traditional nuclear family is the ideal family type. [35]

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

Indicative content

Reference to data from ONS and the Census may be used to examine the variation of family types in the contemporary UK and what this might show in relation to the predominance of any particular family type and to our understanding of the what family means. This might constitute a line of discussion in relation to the popularity/value of the family as an institution but not as a fixed type. [see bullet point 3] Candidates can approach the debate in different ways.

- The focus should be on evaluating functionalist and New Right ideas about the family: Murray, the link between social problems and family.
- The discussion should examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and what that implies.
- There may be a consideration focused on various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered 'nuclear', and concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad. Traditional nuclear v non-traditional nuclear might be addressed in the best answers.
- The role of the family as an agent of primary socialisation discussed from different perspectives and focused on the debate; is the traditional nuclear family best?
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families.
- The increased significance of grandparents; Ross et al; how this is good.
- An examination of how social change may have an impact on the role of the family, such as the increased importance of grandparents, the changing role of women and increased life expectancy. How this might impact on family structure.
- Any other relevant point.

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

- (c) Discuss sociological explanations for changes in the divorce rate in the UK.

[35]

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

Indicative content

- There should be a clear understanding of the changes in the law and how these relate to rates of divorce.
- Changes in the Law are probably most significant especially 1971 DLRA; answers should explain why such changes affected divorce rates.
- The best answers will consider more than one legal change and the impact of the change on rates of divorce.
- Expect the use of relevant concepts such as dual burden, gender scripts, triple shift, co-parenting as factors, with reference to studies such as Duncombe and Marsden, Leonard.
- The increased economic independence of women and its influence on gender roles within families – Allan and Crow, Hochschild, Berthoud and Gershuny, Cheal, Dryden.
- Issues such as time budget studies, decision making, power and domestic violence, emotional work, the new man will be discussed and reference will be made to writers such as Allan and Crow, Vogler and Pahl, Duncombe and Marsden, McMahon, Stanko, Nazroo. The impact of this on divorce should be central.
- Decline in marriage; fewer marriages = fewer divorces.
- Cultural change, secularisation and reduction in stigma attached to divorce.
- Points made should be compared and discussed in relation to the reasons for changes in rates of divorce.
- Any other relevant point.

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

Option 2 Youth Cultures

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

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

Indicative content

- Answers should demonstrate a clear understanding of the relationship between deviance, crime and anti-social behaviour among young people. The term delinquency is likely to feature.
- The problem with statistics and getting a valid picture of the relationship between youth and deviance should be addressed.
- Self-report studies suggest that around 25% of young people engage in anti-social behaviour.
- Cohen's work in 1960s into Mods and Rockers and the creation of folk devils may be used to illustrate the relationship between the media and the apparent participation of young people in deviant subcultures. Status frustration.
- Labelling and moral panics.
- The link between this and moral panics and the work of Thornton into young people and drug taking.
- BCS data shows a link between age and type of offending and between ethnicity and offending.
- Gender; the work of Messerschmidt, Muncie, Smart; edgework linked to gender and the relationship between gender and the CJS.
- Black criminality; racism and the CJS. Lea and Young, deprivation.
- Functionalist explanations; Abrams, Eisenstadt and youth as a phase between childhood and adulthood.
- Alexander; the myth of the Asian gang.
- Marxist ideas; deviance as resistance.
- Any other relevant point.

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

- (b) Evaluate the view that neo-tribes have replaced spectacular youth cultures in contemporary society. [35]

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

Evaluation of the view is the key task.

There should be clear evaluation of postmodernist ideas and the notion of neo-tribes and mix and match rather than distinct groups.

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

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

- (c) Discuss the view that youth sub- cultures act as a rite of passage from childhood to adulthood. [35]

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

Indicative content

There should be clear evaluation of the sociological explanations of the role of youth culture such as functionalist, the role of youth cultures in promoting social integration and sense of belonging in the transitory period between childhood and adulthood (Parsons/Eisenstadt).

- Marxist, youth cultures as an expression of working class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdidge).
- Feminist, youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber).
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities (Willis).
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media; globalisation, the changing role of women.
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, male stream sociology.

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

Section C

Option 1 Education

4. (a) Using sociological evidence and examples, explain the influence of material deprivation on attainment in education. [15]

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

Indicative content

Expect an explanation of material deprivation in education and an examination through studies and examples of the impact of this on attainment.

- Smith and Noble.
- Halsey Heath and Ridge.
- Callendar and Jackson: how material factors influence choices about higher education; the fear of debt.
- Youth Cohort Studies that demonstrate the relationship between poverty and low attainment.
- Health and housing issues.
- Lack of choice of schools, no funds for private tutors and extras.

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

- (b) Evaluate functionalist views of the role of education in society [35]

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

Indicative content

- The focus will be on functionalist views of the role of education: secondary socialisation, social solidarity, preparation for adult roles Durkheim, Parsons.
- The notion of meritocracy and the work of Davis and Moore; schools are “sorting houses for talent” with evidence to support such as Hernstein and Murray.
- Marxist ideas about processes inside schools and schools as M/C institutions; Althusser, Bourdieu, Sullivan, Reay, Bowles and Gintis.
- The idea that outside factors are compounded by inside factors for children from lower social class backgrounds used to evaluate functionalist views relating to meritocracy.
- The impact of gender and ethnicity used to argue against the notion of meritocracy.
- Wider factors linked to class, ethnicity and gender may form part of the discussion.
- Any other relevant point.

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

- (c) Assess the view that labelling has a negative influence on attainment in education. [35]

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

Indicative content

- Interactionist ideas: Hargreaves typing, Rosenthal and Jacobson, Rist.
- Ball, Keddie, Mac an Ghaill.
- Labelling and self-fulfilling prophecy as factors affecting attainment including reference to sexism/racism as a significant variable that may for some, particularly black boys [Sewell] may have a very big impact on educational experiences and outcomes.
- Counter school sub-cultures and how these sometimes contribute to failure but how they can also contribute to success as studies by Mirza and Fuller have shown; this is a significant part of the debate in this essay.
- How class and ethnicity can compound difficulties and have different affects for boys and girls. Class as the most significant regardless of other social characteristics so labelling can affect children in different ways and can often compound other problems.
- Appropriate evidence and examples should be used to make judgements about each explanation.
- Breadth of explanations is important in this essay but there should not be a list like approach.
- Any other relevant point.

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

Option 2 Media

5. (a) Using sociological evidence and examples, explain how the media present stereotypical ideas about gender. [15]

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

Indicative content

Most examples are likely to focus on gender.

- Females: Tuchman, symbolic annihilation.
- Connell: dominant types of masculinity and femininity.
- Tunstall.
- Martinson “seen but not heard”.
- Cochrane.
- Ferguson.
- Wolf.
- Gauntlett.
- Mort.

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

- (b) Evaluate the role of media professionals. [35]

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

Indicative content

- Marxist ideas about control of powerful elites and the social background of media professionals.
- Bagdikian, integration. Direct interference and control over media professionals that determines media content.
- Synergy, branding, globalisation.
- Philo and GUMG re the role of professionals.
- Blumler and Gurevitch; media professionals have shared culture.
- Neo-Marxist; ruling class ideology impacts on decisions made by media professionals. Cultural hegemony and the work of Hall.
- Galtung and Ruge; news values and the role of media professionals that is based on criteria used by professionals to make decisions about media content used to criticise Marxist ideas.
- Pluralist ideas claiming that media professionals serve the needs of a diverse audience.
- Any other relevant point.

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

- (c) Assess the view that the way that events are portrayed in the media lead to moral panics. [35]

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

Indicative content

- The emphasis should be on sociological views of moral panics.
- The work of Cohen is likely to feature.
- Cohen and Young: media focus on so called troublesome groups.
- Hall's study of black muggers.
- The media portrayal of paedophiles and the reaction of the public.
- Beck argues it is part of what he calls a heightened awareness of risk.
- Jewkes is critical of the notion of moral panic as vague.
- Critcher is also critical, agreeing to a large extent with Jewkes.
- Mc Robbie and Thornton say that the rise of new media has led to a new relationship between media and audiences which undermines the impact of moral panics.
- Cumberbatch and Reiner talk about the over-reporting of crime stories.
- Any other relevant point.

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

Option 3 Religion

6. (a) Using sociological evidence and examples, explain the growth of new religious movements in contemporary society. [15]

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

Indicative content

- New religious movements, sects, cults.
- Wallis.
- World rejecting and world affirming movements.
- Bruce: reasons; individual or those linked to wider social change.
- Stark and Bainbridge: growth is linked to relative deprivation.
- How NRM can be linked to social change which underpins their growth
 - examples of religious movements who may have contributed to social change for example Christian movements which were powerful opponents of apartheid in South Africa;
 - how the church sometimes challenges the ruling class Otto Romero, Maduro, neo-Marxism the relative autonomy of religion.
- Any other relevant point.

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

- (b) Evaluate the view that religions are patriarchal. [35]

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

Indicative content

- There should be clear assessment of the sociological explanations of the relationship between religion and gender in terms of theories such as:
 - feminism, religion as an oppressive and patriarchal institution
 - Simone de Beauvoir, Nawal El Saadawi
 - functionalism, religion and gender roles.
- These theories may be explained, compared and assessed with reference to evidence and examples of the changing relationship between gender and religion such as:
 - women Rabbis since 1972;
 - Church of England women bishops debate;
 - Watson and the veiling of Islamic women;
 - Holm and 'post-patriarchal' Buddhism.
- Other aspects of the relationship between religion and gender should also be addressed and discussed in terms of their relevance to contemporary society for example:
 - sexuality and religion (Bird);
 - examples of the role of women in religious organisations (Millar and Hoffman Greely);
 - women and religiosity;
 - New Religious Movements;
 - gender explanations of the higher participation of women in religion.

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

- (c) Assess Marxist explanations of the role that religion plays in society. [35]

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

Indicative content

- Marxist ideas; opiate, ideological apparatus, legitimating social inequality, disguising exploitation, false consciousness.
- Evidence such as; Halevy, Leach, Hook.
- Criticisms of Marxist ideas that focus on secularisation.
- Weberian ideas; Protestant work ethic.
- There should be an assessment of the sociological explanations of the relationship between religion and gender in terms of the role of religion such as:
 - feminism, religion as an oppressive and patriarchal institution;
 - Simone de Beauvoir, Nawal El Saadawi;
 - functionalism, religion and gender roles.
- Functionalist ideas such as; socialisation, social integration, social solidarity and the collective conscience.
- Prevention of anomie; Durkheim.
- Coping with life changing events, Parsons.

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