



GCE A LEVEL MARKING SCHEME

SUMMER 2019

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

A200U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

In every culture, individuals have more than one role in their lives. These roles carry expectations of behaviour. Some roles give individuals power over others such as work roles or the role of parent or teacher. Just as we all have different roles each of these roles has a status. Some roles are high status and some are not. We learn what is expected of us in the various roles that we play through the process of socialisation.

1. (a) With reference to the item and sociological knowledge, explain the meaning of the term status. [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 status such as the way that others see us, our social position, our social standing, the degree of influence and power that we might have. The connection between status and roles and how we all have more than one status are all accurate and valid points.
- Examples to demonstrate understanding drawn from wider knowledge and from the item.
- The item is used to demonstrate understanding.
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a |
|-------------|--|---|
| 3 | 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 roles are learned through the process of socialisation. [15]

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

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

Indicative content

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

| Band | AO1 elements 1a & 1b | AO2 element 1a |
|-------------|--|---|
| 4 | 7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question. | 6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question. 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 the reasons for changes in marriage rates in the contemporary UK. [15]

Expect a range of reasons supported by evidence with explanations of their influence on the reasons for changes in marriage rates 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 changes in marriage rates. For band 4, AO1 points should be clearly supported by evidence. For band 4 AO2, the link between the points, evidence and question must be made and clearly explained.

Indicative content

- Changing values, for example the growth of secularisation and changing attitudes towards marriage; more co-habiting couples
- Increased expectations of marriage; Allen and Crow
- Better contraception means that couples can live together in a sexual relationship without the fear of an unwanted pregnancy so need to marry; Allen and Crow
- Increase in divorce= more people frightened of marriage
- Increase in the cost of weddings
- 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-[no need to marry] Wilkinson
- Increase in same sex couples linked to changing culture and changing legislation so many co-habit

Any other relevant point

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

2. (b) Families are patriarchal institutions, evaluate this view of family life. [35]

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

Indicative content

- The focus should be on evaluating feminist ideas about the family
- The notion that families are exploitative patriarchal institutions should be examined and assessed. Contemporary research should be used to evaluate with reference to the increased role of men in family life.
- Research from writers such as Sclater, Duncombe and Marsden, Stanko, Ansley could be used to defend feminist claims.
- 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 in relation to feminist ideas.
- There may be a consideration focused on various family forms and in particular; same sex families in relation to feminist ideas; Weekes et al
- The role of the family as an agent of primary socialisation discussed from different perspectives and focused on the debate; is the traditional nuclear family best
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families linked to the value of feminist ideas and claims
- Any other relevant point

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

- (c) Discuss the view that extended families are becoming less important in the contemporary 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

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. The focus should be on discussing whether extended families are or are not less important in the contemporary UK.

- The discussion will also examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and what that implies in relation to “ideal type”
- There is likely to be a consideration of the significance various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered ‘nuclear’ and “traditional”, and concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad; the focus should be on traditional v other types. This should be used to consider the importance of the extended family.
- The increased significance of grandparents; Ross et al; how this is contributing to new family types
- With increased divorce and re-constituted families more complex extended family types are emerging
- The notion that extended families are in fact more important today
- The increase in bean pole families used to support this view and the problem of housing costs making extended families more important as a source of support.
- Any other relevant point.

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

Option 2 Youth Cultures

3. (a) Explain the relationship between gender 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 gender 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

- Old ideas about bedroom culture and the invisibility of females are likely to be examined McRobbie
- Ladettes; Jackson
- Girl gangs; Archer
- Crisis of masculinity; Connell, Sewell, Mac an Ghail
- Reference to spectacular youth cultures and the predominance of males
- Thornton

| Band | AO1 elements 1a & 1b | AO2 element 1a |
|-------------|---|---|
| 4 | 7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question | 6 marks Answers demonstrate 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 changes in the economy have affected youth cultures in society. [35]

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

Indicative content

There should be clear evaluation of the sociological explanations of changes to youth cultures with particular focus on the impact of economic change v other factors

- Feminist, youth cultures and economic independence 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.
- Post 1950s economy was booming with young people easy targets for advertisers; more disposable income= more spending and new styles
- Influence of American youth culture; growth of music and media access to this
- Jefferson; Teddy boys...disposable income= Edwardian style suits and new youth culture
- Brake; hippy culture rejecting consumerism
- Frith; punks
- Lincoln; internet culture.

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

- (c) Discuss the view that youth cultures are often associated with deviant behaviour. [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.

Discussion of the view is the key task.

Indicative content

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

- Patterns of crime and deviance ; PRC, Home Office, BCS
- Cohen, Mods and Rockers; moral panics
- Disaffected youth; Cohen, Hebdidge, ethnocentrism
- Becker; the impact of labelling on perceptions of youth and on the relationship between youth and deviance
- Self- fulfilling prophecy
- McVie; challenges the apparent prevalence of young offenders in statistics
- The relationship based on resistant youth sub-cultures and counter cultures; Jefferson
- Patrick; Glasgow gang, anti-school sub-cultures Willis, Mac an Ghail
- The rise of girl gangs and ladettes; Archer, Wilson, rave culture McRobbie and Thornton
- Change; consumerism, Bennett
- Post- modernist ideas

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

Section C

Option 1 Education

4. (a) Using sociological evidence and examples, explain how schools prepare young people work. [15]

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

Indicative content

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

- Functionalist ideas about role allocation; Davis and Moore. The notion that schools sort talent and are microcosms of society.
- Marxist ideas such as Bowles and Gintis who argue that schools get working class children ready for working class jobs. Obedience is rewarded
- Social reproduction and correspondence principle
- Any other relevant point

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

- (b) Evaluate the view that education offers all children equal opportunities to succeed. [35]

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

Indicative content

- The notion of meritocracy and the work of Davis and Moore; schools are “sorting houses for talent” with evidence to support such as Hernstein and Murray
- 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 material deprivation on equality of opportunity; Smith and Noble, Halsey Heath and Ridge
- Callendar and Jackson: how material factors influence choices about higher education; the fear of debt
- Youth Cohort Studies that demonstrate the relationship between poverty and low attainment
- Lack of choice of schools, no funds for private tutors and extras
- Marxist ideas about processes inside schools and schools as M/C institutions; Althusser, Bourdieu, Sullivan, Reay, Bowles and Gintis.
- 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 elements 1a &1b | AO2 element 1a | AO3 strands 1-3 |
|-------------|---|---|---|
| 4 | 10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question | 9-11 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/question | 10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question | 6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/question | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question | 3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question | 4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question | 1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question | 1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

(c) Assess the impact of cultural factors 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; answers should examine both cultural deprivation theory and cultural capital. These theories should not be described and juxtaposed they should each be evaluated in the context of their impact on attainment.

- Functionalist and New Right ideas such as:
- Cultural deprivation theory: Douglas, Sugarman Hyman, Feinstein
- Blackstone and Mortimer used to challenge
- Bernstein, Gaine & George
- Cultural capital: Bourdieu
- Sullivan
- Reay et al
- Ball
- Alternative factors that impact used to weigh up the impact of cultural factors such as;
- Material factors
- Labelling
- Innate intelligence
- Any other relevant point.

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

Option 2 Media

5. (a) Using sociological evidence and examples, explain how age is represented in the media. [15]

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

Indicative content: most examples are likely to focus on youth and old age; there is likely to be less research based evidence in these answers and more examples

- Youth and deviance; Cohen
- Thornton and drug taking
- Moral panics related to youth
- Over reporting of negative stories in the news
- Old age as decline
- Under representation of old people in the media; Signorelli
- Stereotypical representations
- Change in the representation of old age: Dail, Featherstone and Hepworth

| Band | AO1 elements 1a & 1b | AO2 element 1a |
|-------------|---|--|
| 4 | 7-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question | 6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question |
| 3 | 5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question | 4-5 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question |
| 2 | 3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question | 2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question. |
| 1 | 1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question | 1 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 sociological theories of the ownership and control of the media. [35]

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

Indicative content

- The emphasis should be on sociological views of media control and content, for example, traditional and neo-Marxist views of the ownership and control of the media such as:
 - agenda setting, ideology, cultural hegemony, the power of the media,
 - ownership with relevant examples
 - Marxist ideas about ideology (Miliband, Tunstall and Palmer, Curran, Trowler)
 - Cultural hegemony and the work of the Glasgow University Media Group for example, agenda setting. Examples of news reporting based on their research
 - Pluralist: Whale, public service broadcasting, choice and the role of the internet in news reporting
 - Postmodernist ideas such as Levene
- Issues linked to ownership and control relevant to the debate for example:
 - an outline of trends in the ownership of the media concentration and the
 - work of Ben Bagdikian with examples to illustrate newspaper
 - ownership such as “press barons” and corporate business
 - horizontal integration or cross media ownership vertical integration to maximise profits convergence such as mobile phone providers working with broadband suppliers
 - diversification with relevant examples including, synergy and branding.
- Any other relevant point.

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

- (c) Assess the view that violence in the media can lead to increased violence 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

There should be clear identification of sociological explanations sociological theories of the effects of the media on audiences for example. The theories examined should be evaluated using evidence and examples. There will be a greater focus on theories such as Hypodermic Syringe

- hypodermic syringe model.
- cultural effects model, (Curran, GUMG and Greg Philo.)
- uses and gratification model, (Blumler and McQuail, Lull, Watson)
- reception analysis model, (Morley)
- two-step flow model, (Katz and Lazarsfeld.)
- Examples or evidence may be outlined to add detail such as:
 - Bandura,
 - Columbine High School massacre,
 - the James Bulger murder,
 - Michael Ryan,
 - copycat violence,
 - McCabe and Martin,
 - News (Oklahoma bombings)
 - Terrorist activity and Islamophobia
 - Do

Moral panics, deviance amplification

Alternative theories and ideas used to challenge the notion that violence in the media leads to violence in society such as:

Interpretive model

- Fiske
- Buckingham
- Any other relevant point.

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

Option 3 Religion

6. (a) Using sociological evidence and examples, explain the relationship between religion and age. [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:

- There should be clear assessment of the sociological explanations of the relationship between religion and age such as:
- Voas and Crockett who look at the decline of religion despite a growing aged population
- The greater commitment to religion amongst younger Muslims; Voas and Crockett
- Woodhead; young Muslim women demonstrating their religious commitment through their dress.
- Roof looks at the changing focus of religious beliefs among younger people such as angels, magic, meditation
- Lynch talks about religion as more fluid and of alternative ways of conceptualising belief
- Madge et al; the link between upbringing and religion
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a |
|-------------|---|--|
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| 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 the contemporary UK is a secular 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 meaning of secularisation as a framework for the debate; Casanova and the difference between social structures in society and beliefs and practices and what this might suggest
- Weber and rational thinking
- Bruce, Wilson; UK is more secular
- Debate between belief and practice; Brierley
- New religious movements, sects, cults; Woodhead and Heelas
- 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 and what this means in relation to the question
- UK as a multi-faith society; Matthen, Davie
- British Social Attitudes Survey; change in belief to more spiritual rather than secular, Heelas
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a | AO3 strands 1-3 |
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| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

(c) Assess Weberian explanations of the role of religion in society. [35]

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Indicative content

- Weberian ideas and the notion that religion can be a force for change as well as consolidation of ideas.
- The Protestant work Ethic and the Spirit of Capitalism; the notion that religious ideas of hard work helped to bring about a capitalist economy
- Religions can either be ascetic[active] or mystical [passive]
- Weber identified 4 ideal types of religion: other worldly mysticism such as Buddhism, inner worldly such as Taoism, other worldly ascetism such as Roman Catholic and inner worldly ascetism such as Calvinism which all would lead to different effects for society
- Marxist ideas; opiate, ideological apparatus, legitimating social inequality, disguising exploitation, false consciousness
- Kautsky used to criticise Weber
- Evidence such as; Halevy, Leach, Hook
- Criticisms of Marxist ideas that focus on secularisation
- Functionalist ideas such as; socialisation, social integration, social solidarity and the collective conscience
- Prevention of anomie; Durkheim
- Coping with life changing events, Parsons
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a | AO3 strands 1-3 |
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