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# **GCE AS MARKING SCHEME**

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**SUMMER 2019**

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

**B200U10-1**

## **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.

**GCE AS SOCIOLOGY**  
**SUMMER 2019 MARK SCHEME**

**Section A**

*Compulsory question*

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

As a part of the process of growing up and becoming adults individuals must learn the norms, values and rules of their society. For example they need to learn to be polite to others, to respect them and to be tolerant of them. As they grow up they also learn what it might mean to be male or female. The process by which all this happens is called socialisation. There are two forms of **socialisation**, **primary** and secondary.

Source: Adapted from Marsh, I et al (2001) Sociology: Making Sense of Society.  
2<sup>nd</sup> Ed.

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

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

Indicative content

- Definition of the term primary socialisation.
- Reference should be made to both aspects of the term – primary and socialisation.
- Reference may be made to socialisation as a process of learning norms and values of a society.
- Reference may be made to primary socialisation as occurring within the family.
- Relevant examples.
- The item should be used to demonstrate understanding.

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

- (b) Using the item and sociological knowledge, explain how any **two** agents of socialization transmit gender roles. [10]

The focus of the answer should be on how any **two** agents of socialisation transmit gender roles. There should be a balance between the two agents.

Answers should examine two agents of socialisation for band 3 in AO1 and AO2. There should be accurate use of key terminology, illustrating the process of how both agents transmit gender roles for band 3 AO1. Appropriate examples should be used to demonstrate understanding for each agent and where the item is used effectively this will be consistent with band 3 AO2.

Indicative content

- Terms such as sanction, role model, imitation should be expected and duly rewarded.
- Terms such as canalisation and manipulation may be used.
- The work of Oakley may be used.
- The work of Kelly in relation to education may be used.
- Reference may be made to youth cultures.
- There will be appropriate examples.

Concepts such as norms, values and identity may be used. The item should be used to demonstrate understanding.

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

## SECTION B

*Choose **one** of the following options*

### Option 1 Families and Households

Compulsory question

2. (a) (i) Describe what is meant by co-parenting. [10]

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

Indicative content

- Two or more adults caring for a child/children who are not necessarily married or living together.
- Post-divorce families where a decision to share responsibility for raising a child is made.
- Reference may be made to gay and lesbian families.
- Reference may be made to blended families.
- Reference may be made to legislation and the rights of children.
  
- Any other relevant point.

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

- (ii) '...family networks are changing from broad/horizontal to narrow/vertical structures or 'beanpole families', in which grandparents have an increasingly important role to play (Hagestad, 2000).

Explain **two** sociological reasons for the increasing involvement of grandparents within families. [10]

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

Indicative content

Expect **two** reasons with explanations for the increased involvement of grandparents

- To provide childcare. Reference could be made to the research by Charles, Davies and Harris. The work of Brannen might also be used.
- Financial support. The work of Brannen is relevant here.
- Emotional support – Buchanan.
- Any other reasonable point.



<b>Band</b>	<b>AO1 elements 1a &amp;1b</b>	<b>AO2 element 1a</b>
<b>4</b>	<b>9-10 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>5 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>3</b>	<b>6-8 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>2</b>	<b>3-5 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>1</b>	<b>1-2 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1 mark</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
<b>0</b>	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP

## Either

- (b) Discuss sociological explanations for increased family diversity in the contemporary UK. [25]

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

### Indicative content

There should be emphasis on increases in family diversity.

- Expect to see detail of types of family diversity including extended, single parent and same sex.
- Reference to the work of the Rapoports may be made.
- Decline of the nuclear family. Reference may be made to various government surveys to support this.
- Increase in lone parents.
- Increase in blended families.
- Reference to government surveys to support all of these.
  
- Increase in gay and lesbian families.
- Increase in single person households.
- Cultural diversity –
- Ethnicity and family diversity linked to the work of sociologists such as Westwood and Bhachu, Berthoud and Beishon and Goulborne.
- Choice and change as argued by postmodernists linked to the work of sociologists such as Giddens and Stacey.
- Expect supporting contemporary evidence and examples.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Or

- (c) Evaluate feminist views of families and households in the contemporary UK. [25]

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

Indicative content

- There should be a detailed exposition of feminist explanations of families and households in the contemporary UK.
- Expect reference to different feminist explanations including – liberal, Marxist, radical and difference feminists.
- Reference to Benston and the production of cheap labour, Ansley and emotional support provided by women.
- Socialisation of children linked to the work of Benston and of Feeley
- The family as a means of maintaining male power – radical feminists – Delphy and Leonard.
- Domestic violence linked to the work of Stanko.
- Sclater and research on domestic violence.
- Expect supporting contemporary evidence and examples.
- Expect evaluation from other explanations such as functionalism and postmodernism
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

## Option 2 Youth Culture

### Compulsory question

- 3 (a) (i) Describe what is meant by spectacular youth subcultures. [10]

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

Indicative content

Groups of young people with:

Distinctive styles for example music and dress.

Examples such as Punks, Skinheads, Goths and Emos.

The work of Hebdige, Brake, Cohen, Hodgkinson, and Hall and Jefferson might be used

Any other relevant and accurate point.

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

- (ii) Maffesoli argues there has been an emergence of neo-tribes who are loose groups of young people based on fashion, music and lifestyle.

Explain two sociological reasons for the development of neo-tribes.

[15]

There should be **two** sociological reasons supported by evidence. There should be an explanation of each point in relation to the focus of the question. For band 4 AO 1 there should be two reasons with supporting evidence/examples for both. For band 4 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

Expect two sociological reasons for the development of neo-tribes.

- Groups based around fashion, music and lifestyle but not necessarily shared values
- Shifting nature of identities.
- Development of dance culture linked to the work of Thornton and of Bennett.
- Assertion of individuality linked to the work of Muggleton.
- Any other relevant accurate point.

<b>Band</b>	<b>AO1 elements 1a &amp; 1b</b>	<b>AO2 element 1a</b>
<b>4</b>	<b>9-10 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>5 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>3</b>	<b>6-8 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>2</b>	<b>3-5 marks</b> Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
<b>1</b>	<b>1-2 marks</b> Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1 mark</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
<b>0</b>	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP



## Either

- (b) Discuss sociological reasons why some young people participate in deviant subcultures. [25]

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

### Indicative content

- Expect a clear definition of deviant subcultures.
- Expect reference to a range of deviant subcultures including gangs, anti-school subcultures, spectacular subcultures and delinquent subcultures.
- Theoretical explanations such as Marxism – Clarke, Hebdige, Cohen.
- Interactionism – Becker, Cicourel, Matza, Willis.
- Functionalist explanations – Cohen and status frustration.
- Girls and deviant subcultures – Lees, Heidensohn, Burman.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Or

(c) Evaluate feminist explanations of youth subcultures. [25]

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

Indicative content

- Expect to see a clear exposition of feminist explanations of youth subcultures.
- Expect references to the work of McRobbie and Garber, Griffiths, Thornton.
- Ladettes – linked to the work of Jackson.
- Dance culture – linked to the work of Thornton.
- Reddington – linked to work on the punks and to girls in subcultures.
- Bedroom culture – reference may be made to the work of McRobbie and Garber updated in the work of Lincoln.
- Expect supporting contemporary evidence and examples.
- An assessment/discussion of the view in comparison to other views for example postmodernists, Marxists and functionalists.
- Any other relevant point.

All ideas should be compared and contrasted with reference to supporting evidence and examples.

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

## SECTION C

*Choose one of the following options.*

### Option 1 Education

#### **Compulsory question**

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

#### **Demand for higher education by 18 year olds.**

The number of 18 year olds in England who had applied to university by June 2017 was 437,860. In June 2016 the figure was 459,430. In Wales the number of applicants was 22,530 in 2017 and in 2016 it was 23,740.

At the end of January 2017 the application rate of young people living in areas of the UK which are least represented in higher education was 22.1%. In England, the application rate from these areas was 22.5%. In Northern Ireland the rate was 24.4%. In Wales it was 19.7%.

The number of 18 year old UK applicants by the end of January 2017 from the Asian ethnic group was 32,500, from the Black ethnic group it was 13,480, and from the Mixed ethnic group it was 11,830. The figure for 18 year old applicants from the White ethnic group was 208,880.

Source: Adapted from UCAS data 2017

- (i) Summarise the item showing the demand for higher education by 18 year olds. [10]

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

Expect to see reference to a range of points.

Indicative content

- Number of applicants similar to 2016.
- In England the proportion of 18 year olds in the population applying to university has risen to a record 37%.
- Increase is smaller than in recent years.
- Application rates in NI and Scotland fallen slightly.
- Rise in numbers from underrepresented areas has increased to highest level.
- Number of applicants from most minority ethnic groups has risen.
- Any other accurate point.
- Points should be supported with examples from the item.

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

- (ii) Explain **two** sociological reasons why some young people may chose not to apply to university.

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

Indicative content

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

- Material factors including cost – linked to the work of Callender and Jackson.
- Notion that university is not for them – linked to the work of Archer.
- Teacher expectations – linked to the work of Gillborn and Youdell.
- Apprenticeships increasingly popular choice.
- Peer pressure.
- Labelling linked to the work of Archer.
- Any other reasonable point.

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

**Either**

4. (b) (i) Using sociological evidence and examples, explain the meaning of the term self-fulfilling prophecy. [10]

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

Indicative content

- A clear understanding of the meaning of self-fulfilling prophecy.
- Expect to see reference to labelling – Becker, Hargreaves.
- Reference to Interactionism.
- The work of Rosenthal and Jacobson, though dated, may be used.
- Any other relevant point.

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



- (ii) Evaluate functionalist explanations of education. [25]

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

#### Indicative content

- Expect to see a clear and detailed exposition of the functionalist view of education.
- Education and social solidarity – with reference to the work of Durkheim.
- Education and universalistic values, as an agent of secondary socialisation – as espoused by Parsons.
- Education and role allocation – linked to the work of Davis and Moore.
- Expect to see a critique from Marxists/neo-Marxists including Althusser and Bowles and Gintis.
- An assessment/discussion of the explanation in comparison to other views for example Marxist, feminists and postmodernists.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Or

4. (c) (i) Using sociological evidence and examples, explain the meaning of the term role allocation. [10]

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

Indicative content

A clear understanding of the meaning of the term role allocation.

Answers may make reference to some of the following:

- The work of Parsons.
- Reference to the sifting, sorting and assessing young people.
- Reference may be made to Davis and Moore.
- Any other relevant point.

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

- (ii) Discuss the view that ethnicity influences educational attainment. [25]

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

#### Indicative content

- Expect reference to statistics on the attainment of different ethnic groups.
- Reference should be made to all ethnic groups including the majority white groups.
- Teacher expectations and teacher stereotyping – linked to the work of Dunne and Gazeley, Gillborn and Youdell and Mac an Ghail.
- The educational attainment of white working class students and boys from Black Caribbean backgrounds linked to the work of Strand and teacher expectations of those students.
- Some reference may be made to more historical research such as that of Coard and of Wright.
- Pupil subcultures – linked to the work of Willis and of Mac an Ghail.
- The influence of home background and of street culture as described in the work of Sewell and that of Connolly.
- Expect evaluation in terms of the statistical data regarding for example the influence of class and gender.
- Reference to cultural capital of some ethnic groups compared to others for example those of Indian origin.
- The myth of underachievement of black girls linked to the work of Mirza.
- The work of Archer may be used in an evaluative way.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Reference to current debates and issues.
- Any other relevant point.

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

## Option 2 Media

### Compulsory question

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

#### Cyber-bullying

A survey of more than 10,000 young people aged 12 to 20 by the anti-bullying charity Ditch the Label suggested that cyber-bullying is widespread. 70% of youngsters sampled admitted to being abusive towards another person online. 17% claimed to have been bullied online.

Seven per cent said they had been bullied on Instagram. The figure for Facebook was 6%. It was 5% for Snapchat and 2% for Twitter and YouTube.

One in three of those sampled said they lived in fear of cyber-bullying. 39% had had a nasty comment posted on their profile, 68% had been sent a nasty private message, 23% had been bullied in an online game, 24% had had their private information shared, 18% had had somebody impersonate them online, 41% had had rumours about them posted online and 27% had had photos/videos of themselves, that they didn't like, posted by others.

Source: adapted from research from the anti-bullying charity Ditch the Label.2013

- (i) Summarise the item on cyber-bullying. [10]

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

Expect to see reference to a range of points.

Indicative content

- 70% of young people admitted to being abusive. 17% claimed to have been bullied on line.
- Instagram is the social media most used for mean comments.
- 6% said they had been bullied on Facebook compared to 5% on snapchat and 2% on Twitter and 2% on You Tube.
- Over a third had had a nasty message posted on their profile but almost twice that amount had been sent a nasty private message.
- The number who had been bullied in an online game was similar to those who had had private information shared.
- 41% had been the victim of rumours about themselves being posted online whereas only half of that number had had photos/videos of themselves, that they didn't like, posted by others.
- Points should be supported with examples from the item.
- Any other relevant points

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

- (ii) Explain two sociological reasons why some young people may choose to use social media. [10]

There should be **two** sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO1 band 3).

Indicative content

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

- To keep in touch with friends.
- Digital communication – linked to the work of Zeendo.
- Identity and for friends – linked to the work of Feld.
- To access information quickly – linked to the work of Briggs.
- Any other reasonable point.

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



**Either**

- 5 (b) (i) Using sociological evidence and examples, explain the meaning of the term stereotypes in the media. [10]

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

**Indicative content**

A clear understanding of the meaning of the term stereotyping with reference to the media.

Answers may make reference to some of the following:

- A clear definition of stereotyping in relation to the media.
- Links to gender stereotyping as found by the Women and Work Commission.
- The work of McNamara on ways in which men are portrayed.
- The work of Batchelor may be used.
- The work of Craig on the stereotyping of gays and lesbians.
- The stereotyping of people with disabilities linked to the work of Barnes.
- Mental disabilities as researched by Barnes and Mercer.
- Any other relevant point.

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

- (ii) Evaluate Marxist explanations of the role of the media in the contemporary UK. [25]

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

Indicative content

- Expect detailed exposition of Marxist explanations of the role of the media in the contemporary UK.
- The media as part of the superstructure – Althusser.
- As a means of transmitting the ideology of the ruling elite – linked to the work of Miliband.
- The media as used to control society – Miliband.
- Media representation of social groups – Miliband.
- Ownership and control linked to the work of Miliband.
- The work of neo-Marxists including that of Greg Philo and the GUMG.
  
- Expect evaluation in terms of the concentration on social class to the detriment of other social groups – feminists.
- Evaluation from pluralists who argue that the Marxists paint a very negative picture.
- An assessment/discussion of Marxist explanations in comparison to other explanations from writers such as Curran and Trowler.
- Evaluation by postmodernists.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Or

- 5 (c) (i) Using sociological evidence and examples, explain the meaning of the term folk devils. [10]

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

Indicative content

- A clear understanding of the meaning of the term folk devils – linked to the work of Cohen.
- Reference to moral panics – linked to the work of Cohen, Thornton and others.
- Reference to media amplification – linked to the work of Wilkins.
- Reference to interactionism.
- Relevant examples.
- Any other relevant point.

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

- (ii) Discuss the view that the media has a powerful influence on its audiences. [25]

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

#### Indicative content

- Expect a detailed exposition of the effect the media has on audiences.
- Effects for example in relation to politics, violence, body image and health.
- Reference to work of Newson on violence and the effect on children.
- Effects of music and song lyrics on audiences – Anderson, Hall, Hardcastle.
- Other direct effects explanations may be referred to.
- Critique by writers such as Gauntlett and also Gamson.
- Evaluation may be made using the two-step flow theory – Katz and Lazarsfeld.
- Other indirect effects explanations such as the cultural effects may be used for evaluation.
- An assessment/discussion of the view in comparison to other views such as the uses and gratifications model.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

## Option 3 Religion

### Compulsory question

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

#### Religious affiliation by age, 2016.

In the 2016 British Social Attitudes Survey three percent of 18-24 year olds said they were affiliated to the Church of England. Thirteen percent of those between 45 and 54 said they were affiliated to the Church of England and for those over 75 the figure was forty percent.

Five percent of 18-24 year olds said they were Roman Catholic. The figure for those in the age group 45-54 was ten percent and for the over 75s it was seven percent.

Six percent of 18-24 year olds said they were affiliated to a religion other than Christian, for the 35-44 year olds the figure was twelve percent and for the over 75s it was one percent.

The percentage of 18-24 year olds who said they had no religion was seventy one. Forty percent of 65-74 year olds said they had no religion and the percentage for the over 75 year olds was twenty seven.

Source: NatCen's British Social Attitudes survey: Religious affiliation among adults in Great Britain. 2016.

- (i) Summarise the data in the item on religious affiliation by age. [10]

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

Expect to see reference to a range of points.

Indicative content

- Affiliation to the Church of England increases as people get older.
- The age profile of Roman Catholics peaks in the years 45-54.
- Other Christian rises as people get older whereas non-Christian goes down.
- Those with no religion tend to be the younger age groups.
- Points should be supported with examples from the item.
- Any other accurate point.

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



- (ii) Explain **two** sociological reasons for the relationship between religious affiliation and age. [10]

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

Indicative content

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

- secularisation more common in young people.
- older people – greater religiosity – NORC Report.
- older people more religious because of cohort effect – Davie and Vincent.
- religion associated with conservatism.
- beneficial effects of religion as people age – Coleman.
- any other relevant point.

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

6. (b) (i) Using sociological evidence and examples, explain the meaning of the term fundamentalism. [10]

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

Indicative content

A clear understanding of the meaning of the term fundamentalism.

Answers may make reference to some of the following:

- Fundamentalism as a rational response of traditionally religious people whose religion is being threatened – linked to the work of Bruce.
- examples of Christian and Islamic fundamentalism are likely to be used.
- causes of fundamentalism including secularization , migration and Western imperialism – linked to the work of Almond.
- any other relevant point.

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

(ii) Evaluate Marxist explanations of religion.

[25]

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

#### Indicative content

- Expect a clear exposition of the Marxist view of the role of religion in society.
- Religion as part of the ideological state apparatus linked to the work of Althusser.
- Marxism and the role of ideology. Linked to false class consciousness.
- Examples may be used such as the caste system in India. Support for right wing presidential candidates in America. Linked to the work of Bruce.
- Religion as a revolutionary force as well as a force for social control. Linked to the work of O'Toole and to Maduro.
- Examples of this may come from the worker priests of Latin America.
- An assessment/discussion of Marxist explanations in comparison to other explanations such as functionalism, feminism and postmodernism.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant point.

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

Or

- 6 (c) (i) Using sociological evidence and examples, explain the meaning of the term cult. [10]

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

Indicative content

- A clear understanding of the meaning of the term cult.
- The work of Troeltsch may be referred to.
- The work of Bruce.
- Link to the World-Affirming Movement – Wallis.
- The work of Stark and Bainbridge may be used.
- Any other relevant points.

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

- (ii) Discuss the view that religions are patriarchal institutions. [25]

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

#### Indicative content

- There should be a detailed exposition of feminist explanations of religion.
- Radical feminists explanations of religion linked to work of Simone de Beauvoir.
- Other writers that may be referred to include Armstrong, Daly and Christ.
- The oppression of women as espoused by Nawal El Saadawi with regard to Islam.
- Liberal feminists explanations linked to the work of Holm.
- Evaluation is likely to be by writers such as Rinaldo and Watson.
- An assessment/discussion of the view in comparison to other views.
- All ideas should be compared and contrasted with reference to supporting evidence and examples.
- Any other relevant points.

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