



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**A LEVEL
SOCIOLOGY – COMPONENT 1
A200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

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

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 1 - SOCIALISATION AND CULTURE
SUMMER 2022 MARK SCHEME

Section A

Compulsory question

Read the item and answer the following questions.

Sociologists are interested in culture; what it is, how it varies and how it is passed on from one generation to the next. The norms of our culture, are passed on through the process of socialisation. Values or the things that we regard as important, often form the basis for norms. Families play an important part in the first stage of the process of learning the norms of society. Children learn basic norms from parents and carers. They also learn from other agents of socialisation.

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 With reference to the item and sociological knowledge, explain the meaning of the term norms. [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 norms as expected ways of behaving.
- Answer should refer examples of norms.
- Related terms such as subculture, norms, values, traditions and how norms can vary and change.
- Relevant examples.
- The item should be used to demonstrate understanding.
- Any other relevant point.

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

1 2 Using the item and sociological knowledge, explain how agents of socialisation pass on culture. [15]

The focus of the answer should be on how we learn culture 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 pass on culture
- 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 culture is passed on.
- The item should be used to illustrate understanding.

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

Section B

Option 1 Families and Households

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 Explain sociological reasons for increased rates of co-habitation in contemporary UK society. Use evidence to support your answer. [15]

Expect a range of reasons supported by evidence with explanations of their influence on the reasons for changes in rates of co-habitation 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

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 more 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 extended family forms.
- 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 contribute towards the increased importance of the extended family. More relatives more complex relationships.
- The increased significance of grandparents; Ross et al; how this is contributing to new family types.
- Brannen
- Increase in vertically extended families and why.
- 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 reference to an 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.
- Ballard; South Asian families

To challenge

- Nuclear family unit still central even if non- traditional
- Rapoport and Rapoport; different types of diversity
- Allen and Crow
- Morgan
- Stacey
- Old studies of family such as Willmott and Young and Rosser and Harris suggest that extended families have always been important.
- The role that extended families play today has perhaps changed
- The exact nature and structure of extended families is more complex.
- 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

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.
- Radical feminist ideas: Delphy and Leonard, Greer, the oppression of women is perpetuated by the family, it is an institution of oppression
- Liberal feminists: Somerville, looks at the progress of women and move towards gender equality
- Marxist feminists: Benston, Ansley Family serves the needs of capitalism
- Research from writers such as Sclater, Duncombe and Marsden, Stanko, Ansley, Leonard 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.
- 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

To challenge

- There may be a consideration focused on various family forms and in particular; same sex families in relation to feminist ideas; Weekes et al where there is less evidence of patriarchy
- 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
- Luckhurst; violence against men
- Meisenbach; new man
- Any other relevant point

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

Option 2 Youth Cultures

- 3 1** Explain sociological reasons why youth subcultures have been linked to social class. Use evidence to support your answer. [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

- Marxist youth culture as an expression of working class resistance to capitalism (P.Cohen/Jefferson and Hall/Clark/Hebdige).
- Teddy boys [Hall and Jefferson], Skinheads [Cohen and Clark], Punks [Hall and Jefferson], gang culture, Miller
- Old studies as examples of spectacular youth subcultures
- Crisis of masculinity particularly with working class boys; Connell, Sewell, Mac an Ghail
- Reference to spectacular youth cultures and the predominance of working class
- Thornton
- Any other relevant point.

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

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

- Concentration on involvement of boys in early youth subcultures, work of CCCS/Willis/Miller which may be due to either malestream sociology and the ignoring of girls' involvement, Heidensohn or more social control over girls and bedroom culture (McRobbie and Garber/Smart.)
- Changes to masculine and feminine identities linked to studies such as Lees/Sewell/Frith/Hebdige/Connell/Katz.
- Rise in female crime and ladettes, Jackson.
- Growth of club culture and involvement of females (Thornton/Chatterton and Hollands.)
- Blurring of masculinity and femininity in more recent youth movements such as rave, in house, emo, (Redhead/Hetherington et al / Bennett/Willis.)
- Postmodernist view of deconstruction of gender.
- Changes in bedroom culture
- Lincoln; internet culture.
- Postmodern ideas

To challenge

- Continued involvement of males; gangs Sewell
- Hegemonic masculinity Ogersby
- The link between crime and deviance and male youth cultures
- Post-modern ideas suggesting that gender is irrelevant
- 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

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 and in particular functionalist ideas about the role of youth cultures.

- The role of youth cultures in promoting;
 - social integration
 - sense of belonging
 - transitory period between childhood and adulthood (Parsons/Eisenstadt.)
- Talcott Parsons argued that in pre-industrial societies, there is no need for the social category of youth or for the existence of youth culture because children became adults after learning what was expected of them during ceremonies known as rites of passage.
- Eisenstadt claimed that the role or function of youth culture is to socially integrate young people into society. Youth culture provides young people with a set of values and norms that they could share with their peers and consequently a sense of belonging to a common cause or outlook.
- Eisenstadt claimed that youth culture provides a safe and tolerable context in which young people can release the stress and frustration caused by the uncertainty involved in the journey from childhood to adulthood. He observed that youth culture provided teenagers with an opportunity to temporarily rebel and to push the boundaries of acceptable behaviour before they settled down to adult conformity.
- Eisenstadt; youth cultures perform the function that rites of passage perform in non-industrial societies. In modern industrial societies youth culture contributes to social order because it helps young people express their frustrations without threatening social order.
- Moreover, the fact that both young people and adults accept its existence as a temporary means of 'letting off steam' means that young people are generally happy to eventually take on adult roles and responsibilities.

To challenge

- Marxist, youth cultures as an expression of working class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdige).
- Feminist, youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber.)
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities (Willis.)
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media; globalisation, the changing role of women.
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, male stream sociology.
- 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
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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 1** Using sociological evidence and examples, explain the relationship between gender and subject choice in education. [15]

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

Indicative content

- Expect some description of the patterns; how some subjects are still popular with males/females and how there has been some change
- Wilkinson, genderquake. Francis
- Old ideas about gender socialisation and expectations based on stereotypical ideas which led girls to choose “female subjects” and boys to choose “male subjects”.
- McCabe; the symbolic annihilation of women, invisibility of females in the curriculum
- Lack of positive role models for both males and females
- Any other relevant point

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

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

Indicative content

- The focus will be on functionalist views of the role of education:
secondary socialisation,
social solidarity,
preparation for adult roles Durkheim, Parsons
- The role of the school in effective role allocation, leading to:
- The notion of meritocracy and the work of Davis and Moore; schools are “sorting houses for talent” with evidence to support such as Herstein and Murray
- Saunders in support of the role of schools in sorting via ability

To challenge

- Althusser; schools are giant myth making machines serving to reproduce labour power [wc kids get wc jobs] Education is part of ISA [difficult to prove]
- Bourdieu; cultural capital theory, the role of schools in social reproduction
- Marxist ideas about processes inside schools and schools as M/C institutions; Althusser, Bourdieu, Sullivan, Reay, Bowles and Gintis.
- The idea that outside factors are compounded by inside factors for children from lower social class backgrounds used to evaluate functionalist views relating to meritocracy
- The impact of gender and ethnicity used to argue against the notion of the role of the school as a sorting house for talent
- 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

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

Indicative content

Marxist ideas about processes inside schools and schools as M/C institutions; the focus should be on attainment education

- Bourdieu; cultural capital theory, social reproduction
- Sullivan; research proving cultural capital exists to advantage MC
- Reay; ditto
- Bowles and Gintis; social reproduction and correspondence principle
- Lampl of Sutton Trust; privately educated students =higher aspirations, more connections and higher social skills
- Schools reproduce social and cultural inequality
- The relationship between private education and elite groups e.g. 7% of students attend private schools, 74% of top judges were privately educated plus many other similar stats linked to cultural capital
- Anti-school sub cultures
- Saunders; innate intelligence not just culture
- Feinstein and cultural deprivation
- The notion of meritocracy as opposed to cultural capital influencing success/failure
- Parsons; schools as a bridge between the family and wider society; universal values passed on through secondary socialisation, linked to transmission of culture
- the impact of ethnicity, gender and in particular, cultural factors such as the importance of educational success to some groups; Black and Asian girls
- Sewell; Black boys and the lack of positive role models

To challenge

- Other factors such a material deprivation
- 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 myth of meritocracy Bowles and Gintis
- 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 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 1** Using sociological evidence and examples, explain the relationship between moral panics and 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

- Media over report certain types of news which raises awareness; Cohen Mods and Rockers as an example, explained
- Furedi
- Cohen and Young; fear about certain groups provides a foundation for increased fear if these groups are negatively reported about
- Growth of new social media ad sources of information can mitigate the likelihood of moral panic Mc Robbie and Thornton
- But it can also increase the likelihood; theories about fake news, ideas about micro-chips in vaccines
- News values and agenda setting can contribute to moral panic
- The increase of Islamophobia could be regarded as a form of moral panic fuelled by the media

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

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 of media effects. NOTE: the challenge will come from the evaluation of each theory not from a two-handed debate.

- 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
 - 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
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

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

To challenge

- 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

Option 3 Religion

6 1 Using sociological evidence and examples, explain the relationship between religion and ethnicity. [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 ethnicity such as:
- The greater commitment to religion amongst younger Muslims; Voas and Crockett
- Woodhead; young Muslim women demonstrating their religious commitment through their dress.
- Modood; differences between ethnic groups
- Bruce; social reasons
- Bird; strong beliefs in country of origin
- Kepel
- Pryce;
- Madge et al; the link between upbringing and religion
- Any other relevant point.

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

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

Indicative content

- There should be clear assessment of the sociological explanations of the
- relationship between religion and gender and patriarchy in terms of theories such as:
 - Feminism, religion as an oppressive and patriarchal institution – Simone de Beauvoir, Nawal El Saadawi
 - Functionalism, religion and gender roles.
- These theories may be explained, compared and assessed with reference to evidence and examples of the changing relationship between gender and religion such as:
 - Women Rabbis since 1972,
 - Church of England women bishops debate.
 - Watson and the veiling of Islamic women,
 - Holm and ‘post-patriarchal’ Buddhism.

To challenge

- Other aspects of the relationship between religion and gender should also be addressed and discussed in terms of their relevance to contemporary society for example:
 - Sexuality and religion (Bird)
 - Examples of the subordinate role of women in religious organisations (Millar and Hoffman Greely,)
- Women and religiosity
- New Religious Movements
- Gender explanations of the higher participation of women in religion.
- 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

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

To challenge

- 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
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
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	0 marks NRSP	0 marks NRSP	0 marks NRSP