



GCE A LEVEL MARKING SCHEME

SUMMER 2017

**A LEVEL (NEW)
SOCIOLOGY – COMPONENT 1 – SOCIALISATION
AND CULTURE
A200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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 A LEVEL (NEW)
SOCIOLOGY
SUMMER 2017 MARK SCHEME
COMPONENT 1**

Section A

Compulsory question

Read the item and answer the following questions.

All societies have their own culture and sub-cultures which are characterised by particular norms and values. Agents of primary socialisation and secondary socialisation are crucial in passing on these norms and values. The process of socialisation continues throughout life and helps us to learn adult roles and expected ways of behaving.

1. (a) With reference to the item and sociological knowledge, explain the meaning of the term 'primary socialisation'. [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 'primary socialisation' - the first stage in the process of learning your culture [both words must be defined]

- Examples of primary socialisation drawn from family, carers and possibly media.
- Examples of the influence of primary socialisation could be used to link to the item

The item should be used to illustrate understanding.

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

- (b) Using the item and sociological knowledge, explain how people learn adult roles. [15]

The focus of the answer should be on how roles are learned through the process of socialisation.

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

Indicative content

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

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

Section B

Families and Households

2. (a) Explain the increase in co-habitation in the contemporary UK. [15]

Expect a range of reasons supported by evidence with explanations of their influence on the decline in the popularity of marriage.

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

Indicative content

- Changing values, for example the growth of secularisation and changing attitudes towards co-habitation
- Cost of marriage
- Fear of divorce - many relationships follow a former marriage
- Changing roles and expectations of women; Legislation such as the 1975 Equal Pay Act, 1975 Sex Discrimination Act, 2006 Equality Act, abortion laws, divorce laws, the contraceptive pill which have changed expectations and given greater economic independence to women-Scare Wilkinson
- Any other relevant and supported point

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

- (b) Evaluate the view that relationships in families are equal. [35]

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

Indicative content

This debate should be characterised by discussions of studies; empirical evidence such as Pahl, Edgell, Dunne, Weekes et al, Gershuny, Stanko and more contemporary studies that show more equality in child care. Candidates may choose to examine different aspects of relationships such as domestic work, child care, power. The very best responses will not focus exclusively on conjugal relationships and will take account of the specifics of the question which asks them to look at families.

- There should be an assessment of sociological perspectives/theories, such as:
 - functionalist for example Murdock, Parsons
 - Marxist such as Engels, Zaretsky
 - feminist such as Benston, Ansley, Delphy and Leonard
 - postmodernist such as Stacey, Morgan
 - New Right such as Murray.
- This should be supported with appropriate studies and ideas such as:
 - the functionalist idealised view of the family countered with critical views such as Laing Leach Cooper
 - the exaggerated importance of the family as a refuge from life in a capitalist society, Somerville
 - feminists often ignore the positive elements of family life and social change; stay at home dads
- Reference to family diversity and the impact of this on relationships and roles
- An examination of how social change may have an impact on the role of the family, such as the increased importance of grandparents, the changing role of women and increased life expectancy.

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

- (c) Evaluate the view that families are bad for individuals. [35]

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

Indicative content

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

- The focus should be on evaluating feminist ideas about the family: Benston, Ansley, Feeley might feature
- 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
- There may be a consideration focused on various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered 'nuclear', and concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad
- The role of the family as an agent of primary socialisation discussed from different perspectives and focused on the debate - is the family good?
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families
- The increased significance of grandparents; Ross et al - how this is good

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

Option 2 Youth Cultures

3. (a) Explain the relationship between social class and membership of youth cultures. [15]

There should be several points supported by evidence. There should be an explanation of how each point demonstrates the influence of class on membership of 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.

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

- (b) Evaluate the view that spectacular youth sub-cultures are no longer a feature of contemporary UK life. [35]

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

Indicative content

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

- Marxist, youth cultures as an expression of working class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/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, mainstream sociology.

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

- (c) Evaluate the view that youth sub-cultures are often linked to masculinity. [35]

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

There should be a focus on the way that masculinity has traditionally been a defining feature of membership of youth cultures. The focus of research on males and on the role that females have played. There should be a consideration of the growth of girl gangs and changing femininities. There should be a discussion of change supported by evidence. Answers can examine a range of ideas that should focus primarily on gender but should also address the significance of other factors such as class and or ethnicity. So expect to see a variety of approaches here. Candidates may consider the link between gender youth cultures and deviant or criminal activity. Evaluation 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 laddettes, Jackson.
- Growth of club culture and involvement of females (Thornton/Chatterton and Hollands).
- Blurring of masculinity and femininity in more recent youth movements such as rave, in house, emo, (Redhead/Hetherington et al / Bennett/Willis).
- Postmodernist view of deconstruction of gender.
- Changes in bedroom culture
- Lincoln; internet culture.
- Postmodern ideas

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

Section C

Option 1 Education

4. (a) Using sociological evidence and examples, explain the influence of the hidden curriculum on experiences of education. [15]

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

Indicative content

Expect an explanation of labelling in education and an examination through studies and examples of the impact of the hidden curriculum. Expect to see a consideration of various different views of the hidden curriculum. The very best answers will link these ideas to experiences of education.

- Marxist ideas; Althusser, Bowles and Gintis, social reproduction and correspondence principle.
- Feminist ideas linked to expectations, subject choice and career paths.
- The link between stereotypical ideas about pupils and their attainment with studies such as Connolly, Mirza and how these ideas are part of the hidden curriculum manifested in a range of ways that affect experiences in school. Class, gender, ethnicity linked to labelling and the impact of this.
- Policies of inclusion may be addressed in relation to labelling.

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

- (b) Evaluate the view that differences in attainment in education is caused by factors outside school. [35]

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

Indicative content

- The focus will be on the functionalist view of innate ability and meritocracy being the cause of success/ failure versus Marxist ideas about deprivation with supporting evidence.
- The alternative argument explored with relation to inside school factors such as labelling, self-fulfilling prophecy. Classroom studies such as Connelly, Mirza, Connell.
- 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.
- Sewell and the search for masculine identity for some boys which can involve outside school factors impacting on success in education
- Wider factors linked to class, ethnicity and gender may form part of the discussion.

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

- (c) Assess sociological explanations of the differences in educational outcomes between males and females. [35]

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

Indicative content

Expect to see clear identification of patterns of attainment for males and females such as DfES statistics, Ofsted report.

Also there should be some consideration of subject choices and how this affects outcomes in education; career paths for example. Most answers are likely to focus on attainment so expect to see evaluation of the main ideas.

- Genetics/ innate ability as put forward by the New Right; meritocracy rewarding ability and hard work.
- Labelling and self-fulfilling prophecy as factors affecting attainment including reference to sexism/racism as a significant variable that may for some, particularly black boys [Sewell] may have a very big impact on educational experiences and outcomes.
- Counter school sub-cultures.
- How class and ethnicity can compound difficulties and have different affects for boys and girls. Class as the most significant regardless of other social characteristics.
- New research that looks at the impact of lone parenting affecting boys more negatively than girls might be addressed.
- Stereotypical subject choices that can impact on career paths and choices
- Appropriate evidence and examples should be used to make judgements about each explanations.
- Breadth of explanations is important in this essay but there should not be a list like approach.

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

Option 2 Media

5. (a) Using sociological evidence and examples, explain one theory of media on audiences. [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

There should be clear identification of sociological explanations **one theory** of the effects of the media on audiences for example:

- 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)
- Moral panics, deviance amplification

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

- (b) Evaluate the view that the media present stereotypical ideas about some social groups. [35]

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

Indicative content

- Different social groups should be examined such as males and females, age, ethnic, disabled
- Gender; Croteau and Hoynes, Tuchman, Freuh and Mc Gee, Mc Robbie, Gauntlett, Ivory [women in video games]
- Ethnicity; Malik, Ross, Gillespie, Van Dijk, Hartmann and husband
- Age; representation of old and young people; Signorelli. Dail, Featherstone and Hepworth...more positive representations of older people
- Disability; Longmore, Cumberbatch and Negrine, Harnett
- Many studies will help to argue for the view though some present evidence against
- Don't expect balance but do expect a judgement based on the evidence presented
- Any other relevant point.

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

- (c) Assess sociological explanations of the ownership and control of the media. [35]

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

Indicative content

- The emphasis should be on sociological views such as 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.
- Pluralist: Whale, public service broadcasting, choice
- 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.

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

Option 3 Religion

6. (a) Using sociological evidence and examples, explain how religion can be a force for change. [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

- The role of theodicies; Berger
- The Protestant ethic; Calvinists, predestination
- Weber
- The role of beliefs in social change; Martin Luther King, religions that focus on the world rather than the self
- Civil Rights movement
- Liberation theology
- Examples such as the role played by the Catholic Church in the collapse of communism in Poland
- Parkin
- Examples from central and South America
- Islamist fundamentalists

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

- (b) Evaluate the view that there has been a decline in religiosity in the contemporary UK. [35]

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

Indicative content

- The focus of the answer should be on the discussion surrounding secularisation.
- How is it defined and measured?
- Measuring belief and practice of religion; Martin, Wilson
- Glock and Stark
- Bruce
- Hamilton
- Christian and non- Christian religions, religious pluralism, Stark and Bainbridge
- New religious movements
- Appropriate evidence should be used to support sociological ideas such as:
 - Leach, who highlights the continuing wealth of the Church of England and its lack of progress in terms of tackling inequality
 - Hooks, who refers to the conservative views of the Catholic Church.
- Expect to see arguments to suggest that religiosity is a powerful force but remember that the focus in this question is on the UK so these examples should be linked to the specifics of the question
 - examples of religious movements who may have contributed to social change for example Christian movements which were powerful opponents of apartheid in South Africa.
 - how the church sometimes challenges the ruling class Otto Romero, Maduro, neo-Marxism the relative autonomy of religion.

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

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

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

Indicative content

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

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
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1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP