GCE AS MARKING SCHEME

SUMMER 2022

AS (NEW)
SOCIOLOGY - COMPONENT 1
SOCIALISATION AND CULTURE

B200U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

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EDUQAS GCE AS SOCIOLOGY

COMPONENT 1 - SOCIALISATION AND CULTURE

SUMMER 2022 MARK SCHEME

SECTION A

Compulsory question

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

Social characteristics such as class, gender, ethnicity and age help to shape our **identity**.

We all have an ethnic identity. This ethnic identity is learned through the process of socialisation.

History, language and religion are some of the characteristics of belonging to and ethnic group.

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

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

Indicative content

- definition of the term **identity**
- identity as personal and social
- as sameness or difference
- notion of how we see ourselves and how others see us
- Bradley and the distinction between active and passive identity
- Althusser's notion of appellation may be referred to
- reference may be made to hybrid identities
- relevant examples
- the item should be used to demonstrate understanding. It should not just be 'lifted.'

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*
3	**3 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating the context of 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 demonstrate ability to select appropriate examples
2	**2 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of 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 context statement.	
	0 marks NRSP	**0 marks** NRSP

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(b) Using the item and sociological knowledge, explain how any **two** agents of socialisation transmit ethnic identity. [10]

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

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

Indicative content

- expect to see terms such as rewards and sanctions
- reference might be made to the family or education
- ways in which the formal and informal curriculum shape identity
- peer pressure to conform to specific group
- there will be appropriate examples
- the item should be used not just 'lifted'
- any other relevant point.

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

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SECTION B

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

Option 1 Families and Households

Compulsory question

2. (a) (i) Describe what is meant by the term sandwich generation. [10]

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

Indicative content

- expect a clear definition of the sandwich generation
- reference might be made to the approximate numbers – 2.4 million
- reference may be made emotional strain particularly on women
- reference may be made to the work of Dalia Ben-Galim and Salim on older women as carers of parents and of children. Linked to the evidence that many women give up work and therefore their pensions to do this care
- the longitudinal study by Holzhausen and the evidence of increased numbers of middle-aged women being squeezed by their caring roles
- any other relevant point.

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

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(ii) According to Silva (2009), technology has had an effect on all areas of family life. She argues this could be seen as positive.

Explain **two** sociological ways in which technology may have changed family life in the contemporary UK. Use evidence to support your answer. [15]

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

Indicative content

Expect **two** ways with explanations in which technology may have changed family life in the contemporary UK.

- IVF
- the work of Gergen and the increased fragmentation of families
- family members often in separate rooms with TVs, laptops etc
- postmodernist view linked to family diversity
- working women and the use of technology such as the microwave
- the work of Rosser and dispersed families and the telephone
- SKYPE
- any other reasonable point.

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

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Either,

(b) Evaluate new right theories of families and households in the contemporary UK. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- The focus should be on evaluating new right ideas about the family: Murray, the link between social problems and family
- The discussion should examine new right and functionalist ideas about the value of the family including reference to the universality of the family and what that implies
- There may be a consideration focused on various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered 'nuclear', and concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad. Traditional nuclear v non - traditional nuclear might be addressed in the best answers
- The role of the family as an agent of primary socialisation discussed from different perspectives and focused on the debate; is the traditional nuclear family best

- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families

- Feminist ideas about the nuclear family; exploitation, patriarchy

- An examination of how social change may have an impact on the role of the family, such as the increased importance of grandparents, the changing role of women and increased life expectancy. How this might impact on family structure and on the value of new right ideas

- reference to recent and relevant political, social and economic debate with regard to families

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or,

(c) Discuss the view that conjugal roles have become more equal in the contemporary UK. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- expect to see a clear definition of conjugal roles
- reference to the notion of - have become more equal -
- reference to different family types and ways that might affect whether conjugal roles have become more equal
- equality re domestic work, decision making (Edgell) money (Pahl) and emotional support (Hanmer).
- reference may be made to The Time Use Surveys including the work of Gershuny
- Gershuny and Sullivan – 2019 research on roles in families
- Giddens and his work on intimate relationships
- new men linked to increased childcare and other domestic duties
- increased numbers of women in employment
- work of Hakim and rational choice that women make
- postmodernism and increased diversity of family roles
- expect supporting contemporary evidence and examples
- expect to see specific criticism/evaluation of points raised

- in evaluation functionalist explanations could be used – linked to the work of Parsons
- Young and Willmott and the symmetrical family
- expect evaluation from other explanations such as feminism including Crompton and Lyonette and also Boulton
- Marxist and Marxist feminist explanations linked to domestic labour and patriarchy and capitalism
- patriarchal relationships still exist linked to work of feminists such as Ainsley
- the above also linked to the work of Duncombe and Marsden and the triple shift
- domestic violence linked to the work of Mirless-Black and to Sclater
- the work of Pantazis and Ruspini may be used
- postmodernists such as Cheal and the view that families have choices
- the work of Berthoud

- reference to recent and relevant political, social and economic debate with regard to families

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Option 2 Youth Culture

Compulsory question

3. (a) (i) Describe the characteristics of neo-tribes. [10]

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

Indicative content

- expect a clear definition of neo-tribes
- fluidity
- short-lasting
- reference might be made to the work of Bennett
- the work of Thornton linked to dance culture may be used
- reference may be made to the work of Hetherington
- any other relevant point.

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

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(ii) According to Denscombe, girls are spending more time in public spaces in the contemporary UK than they did in the past.

Explain **two** sociological reasons why girls are spending more time in public spaces. Use evidence to support your answer. [15]

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

Indicative content

- expect two sociological reasons for why girls are spending more time in public spaces in the contemporary UK
- growth of new feminism and ladettes linked to work of Denscombe and Osgerby
- financial independence
- girls more self-confident linked to work of McRobbie
- girls have more choice linked to the work of Thornton and the rave scene
- Holland and the notion that girls are no longer constrained by parents

- any other relevant point.

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

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Either,

(b) Evaluate interactionist explanations of youth subcultures. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- expect a clear exposition of interactionism linked to youth subcultures
- reference to labelling theory and the work of Becker
- Jock Young and hippies linked to police labelling and stereotyping
- Briggs and his work on the London Riots of 2011 and also his work on young people and Ibiza
- Blackman and the use of drugs
- the work of the CCCS
- the work of Chambliss and the impact of labelling
- the work of Cicourel
- Reiner and the role of the police in stereotyping some youth groups
- ethnographic studies other than those above – including that of Densley
- expect to see specific criticisms/evaluation of points raised

- evaluation from Marxists – economics still shapes the lives of young people linked to the work of Hall
- class is still the basis of youth subcultures linked to the work of Archer
- feminists who argue they are as much gender based as fluid linked to the work of McRobbie and Garber
- interactionism does not explain underlying factors

- reference to recent and relevant political, social and economic debate with regard to youth subcultures

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or,

(c) Discuss the view that ethnicity is a reason for the formation of youth subcultures. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts.

Answers need to use key terminology.

Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. Answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- expect to see a clear understanding that ethnic groups cannot be lumped together
- expect to see reference to youth subcultures in schools and outside schools
- resistance to racism in schools linked to work of Mirza and of Fuller
- resistance to an ethnocentric curriculum
- the work of Gillborn and treatment of black students in schools
- the work of black street style linked to the work of Sewell
- the work of Hall and ways in which black youth were perceived by the media
- expect supporting contemporary evidence and examples
- labelling and the work of Wright
- Mac an Ghaill and his work on ethnic minority youth cultures in schools
- expect to see specific criticisms/evaluation of points raised

- Alexander and the Asian gang as a myth
- pro-school subcultures – linked to the work of Mac an Ghaill and to Fuller
- evaluation from the new right linked to the work of Murray
- youth subcultures are still a class issue, a resistance to capitalism
- intersectionality
- gender more important than ethnicity including work of McRobbie

- reference to recent and relevant political, social and economic debate with regard to youth subcultures

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of debate/ question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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SECTION C

Choose one of the following options.

Option 1 Education

Compulsory question

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

Higher education student enrolments by age 2013/14 to 2017/18

	Years				
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Age group					
20 and under	880,650	903,475	928,610	950,090	967,070
21-24 years	622,200	604,705	615,830	637,320	655,030
25-29 years	265,990	260,375	258,360	258,340	259,280
30 years and over	530,410	497,100	477,805	471,905	461,495
Age unknown	215	330	225	225	225

Source: HESA.ac.uk: HE student enrolments by age 2013/14 to 2017/18, 2019

(i) Summarise the item showing Higher Education student enrolments by age 2013/14 to 2017/18. [10]

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

Expect to see reference to a range of points which should all be supported by accurate data from the table.

Indicative content

- 20 and under has been the highest group in all five years
- 25-29 has been the lowest in all five years
- the 21-24-year olds went down in 2014/2015 to 604.705 but after that steadily increased to 655.030
- the 21-24-year olds are the second highest group after the 20 and under group
- the 30 and overs were highest in 2013/14 and have then steadily decreased
- the age unknown were highest in 2014/15 and lowest in 2013/14
- the age unknown are in all years a very low amount
- any other relevant point.

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

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(ii) Explain **two** sociological reasons why people may choose not to apply to university straight from school. [10]

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

Indicative content

- There should be **two** different reasons why people may choose not to apply to university straight from school
- finance linked to the work of Calendar, Jackson and Forsythe
- university not seen as pertinent to them – linked to the work of Archer
- disability and lack of support in some HEIs
- inside school factors and lack of encouragement by teachers
- lack of encouragement by parents
- any other relevant point.

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

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Either,

(b) (i) Using sociological evidence and examples, explain the role of education as an agent of socialisation. [10]

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

Indicative content

- a clear understanding of the meaning of socialisation in relation to education
- expect to see reference to the work of Parsons
- education prepares children for the world of work
- the work of Bowles and Gintis may be used
- the formal and informal curriculum
- feminists and gender roles
- any other relevant point.

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

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(ii) Evaluate Marxist explanations of education. [25]

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

Indicative content

- expect to see a clear and detailed exposition of Marxist and neo-Marxist explanations of education
- education as part of the ideological state apparatus linked to the work of Althusser
- the relationship between education and work – the correspondence principle linked to the work of Bowles and Gintis
- the hidden curriculum linked to the work of Illich
- ways in which education assists capitalism also linked to the work of Bowles and Gintis. The work of Willis may also be referred to
- expect to see an analysis of ways in which the education system reproduces inequality
- cultural capital may be referred to and the work of Bourdieu
- the work of Giroux may be mentioned in terms of the agency that students have
- expect to see the work of Rikowski in relation to education in the contemporary global world
- expect to see specific criticisms/evaluation of points raised

- evaluation from Functionalists – education as a key part of social consensus
- education is meritocratic also linked to ideas of functionalists
- evaluation from new right and interactionists
- evaluation from feminists including Marxist feminists such as Archer and Francis

- reference to recent and relevant political, social and economic debate with regard to evidence

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or,

(c) (i) Using sociological evidence and examples, explain the meaning of the term hidden curriculum. [10]

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

Indicative content

- a clear understanding of the term hidden curriculum
- linked to Marxist explanations of education
- Bowles and Gintis and the correspondence theory
- Illich and the view that education destroys creativity
- reference to gendered nature of textbooks linked to the work of McCabe
- any other relevant point.

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

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(ii) Discuss the view that in-school factors affect educational attainment. [25]

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

Indicative content

- expect a focus on in-school factors
- labelling linked to the work of Becker and of Rist
- self-fulfilling prophecy – Rosenthal and Jacobson
- Wright and minority ethnic groups
- setting and streaming linked to the work of Hargreaves
- pupil subcultures – Mac an Ghaill
- counter school cultures – Willis
- parental advice from teachers linked to work of Cicourel and Kitsuse
- institutional racism
- expect to see specific criticisms/evaluation of points raised

- evaluation from those who argue outside school factors more important
- ethnicity and/or gender influences educational attainment
- material deprivation – linked to work of Feinstein
- poverty including poor health and diet

- reference to recent and relevant political, social and economic debate with regard to educational attainment

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

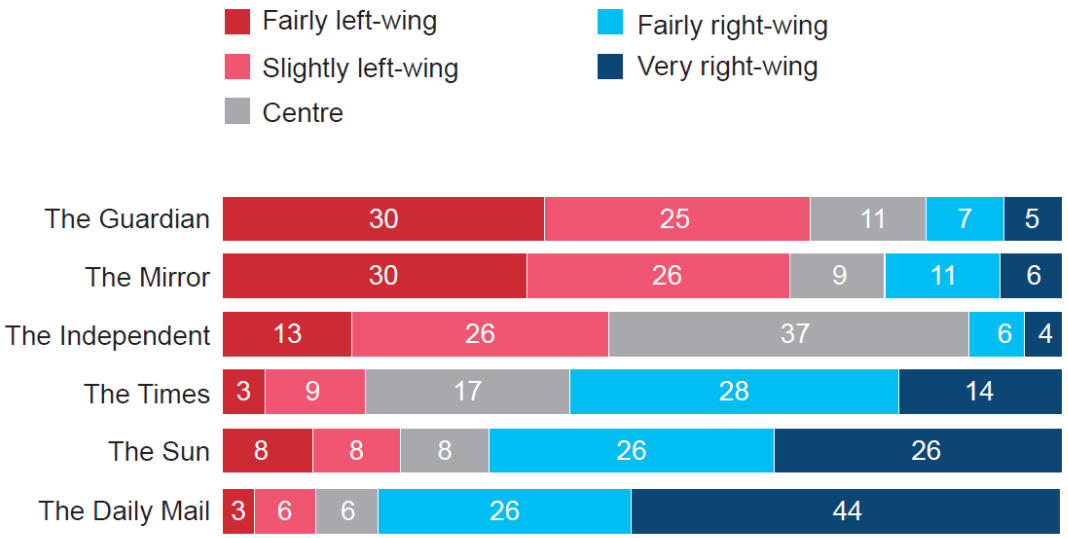
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Option 2 Media

Compulsory question

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

How left or right wing are mainstream UK newspapers?



Source: adapted from Yougov 22nd February 2017

(i) Summarise the item on how left or right wing mainstream UK newspapers are. [10]

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

Indicative content

- the Guardian was seen as most left wing at 30 people
- it was also seen as the 2nd least very right wing at 5 people
- the Independent, The Mail and The Sun were all roughly similar to each other in relation to being very left wing
- the Independent was seen as most centrist at 37 people
- at 44 people the Mail is seen as most right wing
- the Mirror, The Guardian and the Independent are all very similar in terms of being seen as very right wing
- any other relevant point.

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

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(ii) Explain **two** sociological reasons why the media may be biased. [10]

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

Indicative content

There should be two different reasons

- ownership of newspapers with examples
- control of newspapers
- the work of the GUMG and Greg Philo
- the work of Doyle might be used
- the work of Hall
- media effects.
- the bias of journalists linked to news values

- any other relevant point.

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

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Either,

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

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

Indicative content

- new media as a result of the digital revolution and technological convergence
- Boyle and digitalisation
- reduction of the boundaries between different forms of media
- Jenkins the new media concerned with the way the media are produced and consumed
- examples
- any other relevant point.

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

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(ii) Evaluate sociological explanations of the ownership and control of the media. [25]

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

Indicative content

- expect reference to statistics on the ownership of the mass media
- concentration and monopoly is likely to be referred to linked to the work of Bagdikian and of Curran
- Curran and the print media
- reference may be made to vertical and horizontal ownership and control
- the mass media as big business
- convergence in relation to different types of media
- relevant theories can be expected such as -
- pluralism – in relation to audiences and to the diversity of media products
- the work of Whale may be used
- Marxism and the role of ideology. Writers such as Althusser and Miliband could be used to support the Marxist view of the power of the owners and the control they have
- the media as used to control society – Miliband
- traditional Marxist approach linked to the manipulative approach
- agenda setting and news values
- the role of media professionals
- expect to see specific criticisms/evaluation of points raised

- writers such as Curran are also relevant
- relevant examples such as Murdoch could be expected
- the neo-Marxists from the GUMG may be used
- postmodernism and the view that public opinion has some power for example the Sun in Liverpool
- the work of Levene may also be used in relation to the power of public opinion versus the media

- an assessment/discussion of the view in comparison to other views
- expect evaluation from functionalists and feminists to permeate the response

- reference to recent and relevant political, social and economic debate with regard to ownership and control of the media

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or,

(c) (i) Using sociological evidence and examples, explain the meaning of the term news values. [10]

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

- a clear understanding of the meaning of the term news values
- the prominence of different stories
- may be a link to newsworthiness
- link to editorial control
- the work of Galtung and Ruge may be referred to
- relevant examples

- any other relevant point.

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

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(ii) Discuss the view that women are under-represented in the media. [25]

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

Indicative content

- expect reference to men and women and other
- media representation of masculinity linked to Easthorpe and men as strong
- Whannel and retributive masculinity
- men occupy dominant roles
- metrosexual man
- men as more visible than women as presenters linked to the work of Bristol Fawcett Society
- women as invisible linked to the work of Tuchman and symbolic annihilation
- of women in sports
- women still portrayed in gendered roles
- expect to see specific criticisms/evaluation of points raised

- Gauntlett linked to ideas that there has been some improvement in gender equality.
- inequalities in class and ethnicity
- all ideas should be compared and contrasted with reference to supporting evidence and examples

- reference to recent and relevant political, social and economic debate with regard to women in the media

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Option 3 Religion

Compulsory question

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

Percentage of women ministers by denomination

Denomination	Total number of ministers	number of female ministers	% of female ministers
Anglican	9,615	1,928	20.05%
Baptist	2,953	400	14.54%
Independent churches	2,204	62	2.81%
New churches	2,934	405	13.80%
Pentecostal churches	7,474	1,252	16.75%
Smaller denominations	1,954	741	37.92%
Methodist	2,186	879	40.21%
Total churches	**36,636**	**6,146**	**20.05%**

Compiled using data from UK Church Statistics 2005-2015 by Peter Brierley

Source: UK Church Statistics, 2017

(i) Summarise the data in the item on the percentage of women ministers by denomination. [10]

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

Indicative content

- the percentage of women ministers in the Methodist church is higher than those in any other denomination
- the percentage number in the Methodist church is 40.21% in the next highest it is 37.92%
- the lowest is independent churches at 2.81%
- the Baptist, New churches and the Pentacostal churches are all similar 14.54%, 13.80% and 16.75% respectively the Anglican have 1,928 women ministers which is twice as many as the methodists who have 879
- points should be supported with examples from the item
- any other relevant point.

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

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(ii) Explain **two** sociological reasons why the number of men and women ministers in religions is unequal. [10]

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

Indicative content

- discrimination linked to the work of GRAS
- patriarchy in many world religions linked to the work of Armstrong
- the work of Davie may be used – God is seen differently by males and females in many religions
- the work of Daly

- any other relevant point.

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

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Either,

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

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

Indicative content

- a clear understanding of the meaning of the term fundamentalism
- traditional values, literal translation of texts
- the work of Bruce may be used
- the work of Almond, Appleby and Sivan may be used
- spirituality replacing religion for some people

- any other relevant point.

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

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(ii) Evaluate Weberian explanations of religion. [25]

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

Indicative content

- expect a clear exposition of the Weberian explanations of religion
- the Protestant ethic
- the role of religion in the development of the economic wealth of a country
- links to the development of capitalism
- the work of Aron may be used to support Weber's ideas
- link to social change
- expect to see specific criticisms/evaluation of points raised

- evaluation may be from functionalists such as Parsons
- Marxist explanation in terms of preventing social change
- religion is a part of the ideological superstructure
- feminist explanations in terms of the patriarchal nature of most religions
- all ideas should be compared and contrasted with reference to supporting evidence and examples

- reference to recent and relevant political, social and economic debate with regard to religion

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or,

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

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

Indicative content

- a clear understanding of the meaning of the term secularisation
- there may be links to religious participation
- difficulties of measuring secularisation
- differences between belief and attendance
- postmodernist views of Giddens and Bauman
- any other relevant points.

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

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(ii) Discuss the view that religion is a conservative force. [25]

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

Indicative content

- the view will be linked to the functionalist explanation of religion
- religion has a role in maintaining the general value consensus linked to the work of Durkheim and the notion of the collective conscience
- religion as one of the agents of socialization
- the work of both Malinowski and Parsons may be used
- the need for religion linked to the work of O'Dea
- emotional support derived from key celebrations and events
- expect to see specific criticisms/evaluation of points

- dysfunctions of religions
- religion can be socially divisive
- religious conflicts linked to the work of Beckford
- the work of Durkheim is dated and based on small scale research
- Marxist explanation in terms of preventing social change
- the work of both Hook and Leach might be referred to
- as part of the ideological superstructure
- feminist explanations in terms of the patriarchal nature of most religions
- functionalist explanations may be used as evaluation

- reference to recent and relevant political, social and economic debate with regard to religion

- any other relevant point.

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Band	AO1 *elements 1a & 1b*	AO2 *element 1a*	AO3 *Strands 1-3*
4	**8-9 marks** Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**4 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 judgments and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	**5-7 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**3 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. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	**2-4 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.	**2 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. Judgments and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	**1 mark** 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 apply and/or interpret sociological theories/concepts/ evidence in the context of the debate/question.	**1-3 marks** Answers demonstrate limited argument. Any judgments and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	**0 marks** NRSP	**0 marks** NRSP

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