GCE AS MARKING SCHEME

SUMMER 2017

AS (NEW)
SOCIOLOGY - COMPONENT 1
SOCIALISATION AND CULTURE

B220U10-1

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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.

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EDUQAS GCE AS SOCIOLOGY

COMPONENT 1 - SOCIALISATION AND CULTURE

SUMMER 2017 MARK SCHEME

SECTION A

Compulsory question

We have a number of different identities. These can change as we meet new people and have new experiences. Gender, ethnicity, class and nationality are all examples of how we see ourselves and how others see us. We have more choice in some of these identities than others. We use various ways of telling others about how we see ourselves such as waving the Union Jack at the Olympic Games to show our national **identity.**

Adapted from Woodard, K (Ed) (2004) *questioning identity: gender, class, ethnicity*. Routledge

1. (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
- Reference may be made to primary and secondary identity
- Reference may be made to identities imposed on us
- Reference may be made to identities we take up for ourselves
- There may be reference to the social construction of identity
- Relevant examples
- The item should be used to demonstrate understanding

Band	AO1 *elements 1a & 1b*	AO2 *element 1a*
3	**3 marks** Answers demonstrate detailed knowledge and understanding of sociological concepts/ evidence relating to the context of the question.	**2 marks** Answers demonstrate accurate and relevant selection of appropriate sociological concepts/ evidence. These are applied and interpreted in the context of the question. Reference will be made to the item to demonstrate ability to select appropriate examples.
2	**2 marks** Answers demonstrate some knowledge and understanding of sociological concepts/ evidence relating to the context of the question.	**1 mark** Answers demonstrate some ability to select, apply and interpret appropriate sociological concepts/ evidence in the context of the question.
1	**1 mark** Answers demonstrate basic knowledge and understanding of sociological concepts/ evidence relating to the context of the question context statement.	
0	**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 national identity. **[10]**

The focus of the answer should be on how any **two** agents of socialisation transmit national 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 national identity 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

- Reference may be made to national anthem, flag, costumes and language
- Schudson may be used
- There may be reference to national rituals
- The best answers will refer to specific examples of the process by which agents transmit national identity
- The item should be used to demonstrate understanding

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

- Three or more generations sharing the same household or living close by – reference may be made to beanpole families and the work of, for example, Brannen
- Aunts, uncles, cousins sharing the same household or living close by
- Dispersed extended families linked to the work of Willmott
- Contact from vertical or horizontal extended families by telephone or the Internet including Skype
- Reference may be made to cultural differences
- 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	**0 marks** NRSP	**0 marks** NRSP

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(ii) According to the Office for National Statistics, in the twelve years from 2002 to 2014, there has been an increase in the number of people who have never been married.

Explain **two** sociological reasons why there has been an increase in the number of people who have never married in the contemporary UK. **[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 band4 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

- Increased cohabitation – heterosexual and /or same sex
- Women preferring to remain single as a result of increased work opportunities – Sharpe's research could be used to support this and also that of Scarse
- Elective singlehood linked to some women who are disillusioned with marriage linked to the work of Gittins
- Finance linked to cost of getting married, employment and/or cost of housing
- People choosing to have children as a single person linked to work of Smart and Neale
- Increase in LATs
- Any other reasonable reason

Expect two reasons with explanations why there has been an increase in the number of people who have never been married.

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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 the 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 the 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 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.
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	**0 marks** NRSP	**0 marks** NRSP

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Either

(b) Evaluate Marxist explanations of the family. **[25]**

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

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

Indicative content

- Expect to see a clear exposition of Marxist explanations of the family
- Expect detailed reference to writers such as Engels, Zaretsky and Cooper
- The private nature of family life linked to the work of Donzelot
- Expect reference to the role of capitalism in relation to the family
- The ideological state apparatus linked to the work of Althusser and maybe that of Poulantzas
- The work of Marxist feminists such as Barrett and McIntosh are likely to be referred to
- Expect supporting contemporary evidence and examples
- An assessment/discussion of the view in comparison to other views for example functionalists such as Parsons, feminists such as Barrett and Benston and the work of Foucault
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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 judgements 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. Judgements 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. Judgements 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 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	**0 marks** NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or

(c) Discuss the view that the role of males within families is changing in the contemporary UK. **[25]**

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

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

Indicative content

- There should be a detailed exposition of what is meant by the role of males within families in the contemporary UK
- Expect references to writers such as Willmott and Young, Edgell, Oakley, Gershuny and Ferri and Smith
- Expect reference to the role of males in relation to children
- Men as house husbands
- The role of new technology in relation to the changing role of males linked to the work of Smart
- Expect supporting contemporary evidence and examples
- An assessment/discussion of the view in comparison to other views for example feminism and the work of feminists such as Delphy and Leonard and Bryson and functionalists such as Parsons
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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Band	AO1 *element 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 judgements 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. Judgements 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. Judgements 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 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	**0 marks** NRSP	**0 marks** NRSP	**0 marks** NRSP

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Option 2 Youth Culture

Compulsory question

3 (a) (i) Describe the features of youth sub-cultures. **[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

- Distinctive styles for example music and dress
- Sense of commitment to the group
- For some youth subcultures politics including anti capitalism
- Some are spectacular with links to the work of the CCCS
- Any other relevant and accurate 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	**0 marks** NRSP	**0 marks** NRSP

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(ii) According to Stan Cohen the media played a crucial role in amplifying the events surrounding the mods and rockers in the 1960s.

Explain two sociological reasons why the media may influence some young people. **[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 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

- Sense of rebellion linked to the work of Cohen
- Recent social media such as Facbook and Twitter means media messages can quickly spread to young people – linked to the work of Briggs and the London riots
- Technological changes
- Media influences young people with regard for example to fashion and music
- Raves in the 1980s and 1990s linked to the work of Thornton and of Bennett
- Reference/links may be made to the CCCS and also to postmodernism
- Any other relevant accurate point

Expect two sociological reasons why the media may influence some young people.

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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 the 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 the 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 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.
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	**0 marks** NRSP	**0 marks** NRSP

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Either

(b) Discuss the view that youth sub-cultures are a response to the social and economic conditions of society. **[25]**

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

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

Indicative content

- Expect to see a clear exposition of the view that youth subcultures are a response to the social and economic conditions of society
- Expect references to Marxism as a theory espousing this view
- There may be reference to the work of the CCCS
- Expect to see reference to the work of writers such as Hebdige, Clarke, Hall and Jefferson
- The work of Brake in relation to working class sub-cultures and magical thinking may be used
- Expect supporting contemporary evidence and examples
- An assessment/discussion of the view in comparison to other views for example feminists, functionalists and postmodernists
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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Band	AO1.1 *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 judgements 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. Judgements 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. Judgements 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 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	**0 marks** NRSP	**0 marks** NRSP	**0 marks** NRSP

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Or

(c) Evaluate the functionalist explanation of youth culture. **[25]**

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

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

Indicative content

- Expect to see a clear exposition of the functionalist view of youth culture
- Expect references to the work of Eisenstadt and Parsons and the transition from childhood to adulthood
- The idea that most youth conform linked to the work of Muncie may be used
- Expect supporting contemporary evidence and examples
- An assessment/discussion of the view in comparison to other views for example feminists, Marxists and postmodernists
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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. *element 1a*)	**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	**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. Judgements 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. Judgements 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 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	**0 marks** NRSP	**0 marks** NRSP	**0 marks** NRSP

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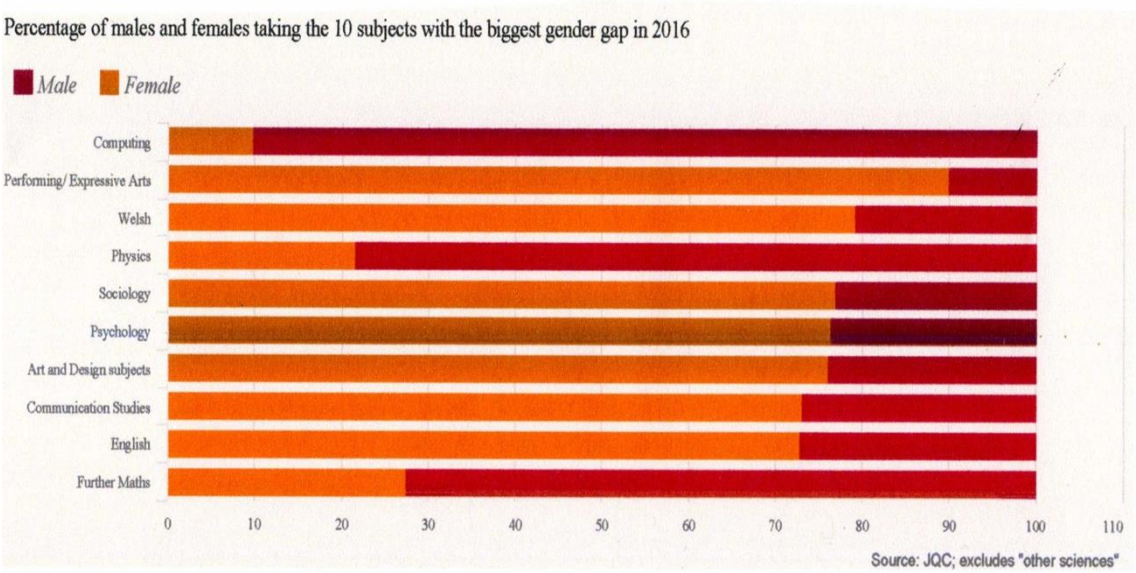
SECTION C

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

Option 1 Education

Compulsory question

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



Gender gap at A Level

Source http://www.telegraph.co.uk/education/2016/08/18.

Please note the above table needs to be made clearer to read in terms of males/females. LK and JL aware.

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(i) Summarise the content of the table, showing the subject choices of male and female students at GCE A Level. **[10]**

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

Expect to see reference to a range of points.

Indicative content

- Males much more likely to do computing than females
- Females much more likely to do Performing/Expressive Arts than males
- Further Mathematics and Physics have a similar number of males to females doing the subjects though still more than 50% are males
- Approximately 80% of Welsh candidates are females
- Sociology, Psychology, Art and Design subjects, Communication Studies and English are all dominated by females
- All of those subjects have approximately the same number of males to females that is just over 70% of females and less than 30% of males
- Any other accurate point

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

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(ii) Explain **two** sociological reasons for the subject choices made by males and females at A level. **[10]**

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

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

- Socialisation linked to the work of Parsons
- Socialisation linked to the work of Oakley and to the work of Murphy and Elwood
- Girls do not feel as comfortable in so-called male subjects such as computer science linked to the work of Colley
- Peer pressure
- Labelling
- Textbooks and teaching styles often linked to either males or females linked to the work of Kelly
- The way in which subjects are taught for example physics. Linked to the 2013 Report from the Institute of Physics – Closing Doors
- The work of Stables and Wikeley may be used
- Any other reasonable 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	**0 marks** NRSP	**0 marks** NRSP

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Either

4 (b) (i) Using sociological evidence and examples, explain the meaning of meritocracy. **[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 meritocracy

Answers may make reference to some of the following:

- Expect to see reference to functionalist ideas including reference to equality of opportunity and to the link to social mobility
- Reference to the link to sifting and sorting and to role allocation and the work of Davis and Moore
- Reference may be made to the ideas of the new right
- Expect to see reference to the work of Bowles and Gintis and other Marxists as a critique of the functionalist view
- 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 question.	**4 marks** Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
2	**3-4 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question.	**2-3 marks** Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
1	**1-2 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question.	**1 mark** Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
0	**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 the Marxist view 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
- Ways in which education assists capitalism also linked to the work of Bowles and Gintis – the work of Willis may also be referred to here
- Expect to see an analysis of ways in which the education system reproduces inequality
- 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
- An assessment/discussion of the view in comparison to other views for example functionalists, feminists and postmodernists
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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 judgements 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. Judgements 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. Judgements 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 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	**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 meaning of the term hidden curriculum

Answers may make reference to some of the following:

- The informal curriculum including the organisation of schools and colleges
- The work of Bowles and Gintis
- The ways in which functionalists and Marxists differ in their understanding of the hidden curriculum
- Reference may be made to Illich
- 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	**0 marks** NRSP	**0 marks** NRSP

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(ii) Discuss the view that the differential attainment of ethnic groups is a result of outside school factors. **[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 differential attainment of different ethnic groups
- Reference should be made to all ethnic groups including the majority ethnic group
- An outline of outside school factors such as cultural capital and material capital
- Material factors such as poverty linked to the work of Platt
- The arguments of Modood with regard to the cultural capital of some minority ethnic groups compared to the majority ethnic group
- The aspirations of Chinese parents linked to the work of Archer and Francis – also 'tiger parents' and the work of Chua
- The relatively low aspirations of white working class parents as suggested by Strand
- Street culture of black boys linked to the work of Sewell
- An assessment/discussion of the view in comparison to other views for example inside school factors as espoused by interactionists
- The relationship between social class and ethnicity and gender and ethnicity
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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 judgements 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. Judgements 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. Judgements 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 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	**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.

Platforms used by people to access the news

News Medium	2013	2014
Television	78%	75%
Internet/apps	32%	41%
Newspapers	40%	40%
Radio	35%	36%

People in percentages

Source: News Consumption in the UK – Report 2014

(i) Summarise the content of the table, showing how people access the news in the mass media. **[10]**

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

Expect to see reference to a range of points.

Indicative content

- The percentage accessing the news from television has gone down by 3% points
- The percentage accessing the news via the Internet/Apps has increased by 9% points
- There has no change in those accessing the news via newspapers between 2013 and 2014
- The use of radio has gone up by 1% point
- Television is by far the way most people access the news
- In 2014 the difference between those accessing the news from the Internet/Apps and those accessing it from newspapers has become virtually the same
- Any other accurate point

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

(ii) Explain **two** sociological factors that influence the use of the media.

[10]

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

Indicative content

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

- Accessibility
- Educational use
- For social reasons
- To spread information for example the London riots linked to the work of Briggs
- Convenience
- Habit
- Any other reasonable point

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

Either

5 (b) (i) Using sociological evidence and examples, explain the meaning of the term 'media saturation'. **[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 media saturation.

Answers may make reference to some of the following:

- Media saturation linked to post modernism
- The work of Baudrillard
- The notion of simulacra may be used
- The idea that there are limitless possibilities in relation to the media
- The media is such an inextricable part of our lives that it shapes how we see ourselves and how we live
- The work of Giddens may be used who says we respond to media images and not reality
- Any other relevant point

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

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(ii) Discuss the view that media representation of ethnic minorities is improving. **[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.

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Indicative content

- Expect reference to statistics on the representation of ethnic groups in the media
- Reference should be made to the range of ethnic minorities and ways in which representation varies from group to group
- There may be under-representation or negative/stereotyped representation
- The stereotyping of minority ethnic groups may be linked to the work of Van Dijk
- The categorisation of how minority ethnic groups are portrayed linked to the work of Moore
- Reference to Hall's policing the crisis may be used. Also his work on inferential racism
- Some groups as a threat linked to the work of Nahdi
- The work of Ligali in relation to murders may be used
- Television's portrayal of BME groups as identified in the work of Malik
- The analysis of Eastenders by Barker may be used
- The notion of hybridisation may be referred to
- Expect to see pluralist explanations as evaluation
- An assessment/discussion of the view in comparison to other views
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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 judgements 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. Judgements 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. Judgements 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 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	**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 'media representation'. **[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 media representation.

Answers may make reference to some of the following:

- The ways in which different social groups, gender, class, age and ethnicity are portrayed
- Positive and negative representation
- Stereotyping
- The work of Dijk on ethnicity and negative stereotypes may be used
- Akinti's research on crime and ethnic minorities is relevant
- Writers whose work may be used include Newman, Wayne, Reiner, Jones Tunstall and Ferguson
- There may be reference to relevant theories such as feminism, Marxism and postmodernism
- Any other relevant point

Band	AO1 elements 1a & 1b	AO2 element 1
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	**0 marks** NRSP	**0 marks** NRSP

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

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.

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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
- Reference may be made to vertical and horizontal ownership and control
- Convergence in relation to different types of media
- 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
- 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
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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 judgements 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. Judgements 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. Judgements 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 interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/question.	**1 mark** Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
0	**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 the questions.

Changes in religious affiliation

Year	C of E Anglican	Roman Catholic	Other Christian	Non-Christian	No Religion	Adult population of UK
1983	16.5m	4.1m	7m	0.8m	12.8m	41.3m
1994	14.3m	3.9m	6.5m	1.3m	16.5m	43.4m
2004	13.2m	4.1m	6.8m	1.4m	19.5m	45.4m
2014	8.6	4m	8.6m	4m	24.7m	50.5m

m = millions **Number of people in millions**

Source: British Social Attitudes Survey 2014. Change in religious affiliation.

(i) Summarise the content of the table showing changes in religious affiliation in Britain between 1983 and 2014. **[10]**

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

Expect to see reference to a range of points.

Indicative content

- With the exception of non-Christians all of the religions had a dip in 1994
- Those with no religion have consistently gone up
- Those identifying as C of E have gone down every year
- Roman Catholics, other Christians and non-Christians have all gone up between 1994 and 2004
- Non-Christians have increased the most between 1983 and 2014
- Any other accurate point

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

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(ii) Explain **two** sociological reasons for the changes in religious affiliation in the contemporary UK. **[10]**

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

Indicative content

There should be two different sociological reasons.

- Increase in secularisation linked to Glasner and to Wilson
- Increase in non-Christians due to changes in the population
- Difficulty of measuring religious affiliation linked to for example the work of Glock, Hamilton and Shiner
- Religion is more important to some groups than to others
- Any other relevant point

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

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Either

6 (b) (i) Using sociological evidence and examples, explain the meaning of the term 'sect'. **[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 sect.

Answers may make reference to some of the following:
- Reference to the work of Troeltsch may be expected
- The work of Wallis, Bruce and Wilson
- Examples such as the Jonestown commune may be used
- Charismatic leaders
- 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 question.	**4 marks** Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
2	**3-4 marks** Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question.	**2-3 marks** Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the question.
1	**1-2 marks** Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question.	**1 mark** Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
0	**0 marks** NRSP	**0 marks** NRSP

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(ii) Evaluate the Marxist view of the role of religion in society. **[25]**

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question.

Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4.

Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

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

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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 judgements 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. Judgements 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. Judgements 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 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

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Or

(c) (i) Using sociological evidence and examples, explain the meaning of the term new age movements. **[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 new age movements.

Answers may make reference to some of the following:

- Expect to see reference to their emergence in the 1970s and 1980s
- Reference may be made to Heelas and Heelas and Woodhead
- Bruce
- Tendency to be more females than males
- Reference to spirituality may be made
- Mostly world affirming
- 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	**0 marks** NRSP	**0 marks** NRSP

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(ii) Discuss the view that secularisation is increasing in the contemporary UK. **[25]**

Answers will make judgements of the worth of sociological concepts, theories or sociological debates relevant to the question. The answer will focus on the relevant debate in the question.

Credit will be given to the effective use of supporting sociological evidence /theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4.

Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect reference to statistics on secularization – the work of Davie may be used
- Reference may be made to the difficulty of knowing precisely what secularisation is – for example, attendance, belief, membership, festivals
- In this context the work of Heelas could be used – also Casanova and his work on the meaning of secularisation
- Expect to see a distinction between the secularisation of different social groups for example – gender, ethnicity and age
- Writers such as Glock and Stark, Shiner, Bruce, Williams and Hamilton may all be used
- There should be a clear debate as to whether secularisation is increasing or not
- Expect to see reference to Weber's work on rationalisation and disenchantment
- Postmodern views regarding the importance of religion for some people linked to the work of Giddens
- An assessment/discussion of the view in comparison to other views
- All ideas should be compared and contrasted with reference to supporting evidence and examples

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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 judgements 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. Judgements 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. Judgements 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 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	**0 marks** NRSP	**0 marks** NRSP	**0 marks** NRSP

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