

GCE A LEVEL

WJEC Eduqas GCE A LEVEL in
SOCIOLOGY

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**SPECIMEN ASSESSMENT
MATERIALS**

Teaching from 2015



For teaching from 2015
For award from 2017

GCE A LEVEL SOCIOLOGY

SPECIMEN ASSESSMENT
MATERIALS

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A LEVEL SOCIOLOGY

COMPONENT 1

Socialisation and Culture

SPECIMEN PAPER

2 hours 30 minutes



ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer Section A.

Answer **one** question from Section B and **one** question from Section C.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

Section A carries 20 marks.

Section B carries 50 marks.

Section C carries 50 marks.

The total mark available is 120.

The number of marks is given in brackets at the end of each question or part-question.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer Section A, **one** option from Section B and **one** option from Section C.

Section A

Compulsory question

Read the item and answer the following questions.

Culture is passed from one generation to the next by agencies of socialisation. People from different nationalities have different cultures and these differences are often demonstrated through language, dress and other symbols. Children often learn about culture from their parents and schools. National identity is an important aspect of culture for many people.

1. (a) With reference to the item and sociological knowledge, explain the meaning of the term agencies of socialisation. [5]
- (b) Using the item and sociological knowledge, explain how culture is transmitted. [15]

Section B

Choose **one** from the following options.

Option 1 Families and Households

Compulsory question

2. (a) Explain the growth in singlehood in the contemporary UK. [15]

Either,

- (b) Evaluate sociological theories of the role of the family in contemporary society. [35]

Or

- (c) Evaluate the view that the nuclear family is no longer the most common family form in the contemporary UK. [35]

Option 2 Youth Cultures

Compulsory question

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

Either,

- (b) Evaluate sociological theories which explain the role of youth cultures in contemporary society. [35]

Or

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

Section C

Choose **one** from the following options.

Option 1 Education

Compulsory question

4. (a) Using sociological evidence and examples, explain the influence that cultural deprivation may have on attainment in education. [15]

Either,

- (b) Evaluate Marxist explanations of the role of education in society. [35]

Or

- (c) Assess sociological explanations of the relationship between ethnicity and attainment in education. [35]

Option 2 Media

Compulsory question

5. (a) Using sociological evidence and examples, explain the influence that media professionals can have on the content of the news. [15]

Either,

- (b) Evaluate Marxist explanations of the ownership and control of the media. [35]

Or

- (c) Assess sociological explanations of the effects of the media on audiences. [35]

Option 3 Religion

Compulsory question

6. (a) Using sociological evidence and examples, explain reasons for the growth of secularisation in the UK. [15]

Either,

- (b) Evaluate Marxist explanations of the role of religion in society. [35]

Or

- (c) Assess sociological explanations of the relationship between religion and gender. [35]



A LEVEL SOCIOLOGY

COMPONENT 2

Methods of Sociological Enquiry

SPECIMEN PAPER

1 hour 45 minutes



ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

The total mark for this paper is 60 marks.

The number of marks is given in brackets at the end of each question or part-question.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Read the following item and answer **all** the questions.

Ethnicity and health

Penelope Scott wanted to investigate diabetes and the effects of the illness on British people of Caribbean descent. Her intention was to use in-depth interviews to discover more about the everyday experiences of individuals living with the illness. She was aware that statistical data about the illness was already available but this was not the case for more qualitative research data which could provide a better understanding of how individuals manage the illness on a daily basis. She approached the British Diabetic Association for funding but they rejected her request because they believed that the qualitative approach that she planned to use was not sufficiently scientific. Nevertheless Scott was reluctant to adopt a more “scientific” positivist approach as she felt that this was inappropriate for the aims of her research.

Adapted from A2 Sociology, Moore, S. Aiken, D. and Chapman, S. (2006)

1. (a) Using material from the item and sociological knowledge, explain what is meant by the positivist approach to research. [5]
 - (b) Explain one reason why the researcher may have wanted to use in-depth interviews in her research. [5]
 - (c) With reference to the item and sociological studies, explain the strengths and weaknesses of quantitative research methods in sociological research. [20]
2. As an A level Sociology student you have been asked to design a research project to collect data on attitudes towards social networking amongst a sample of young people in your local area. [30]
- (i) Describe each stage of your research design, justifying the reasons for your choices at each stage.
 - (ii) Discuss problems that may occur and the impact of these problems on the quality of the data collected.



A LEVEL SOCIOLOGY

COMPONENT 3

Power and Stratification

SPECIMEN PAPER

2 hours 30 minutes



ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer Section A.

Answer **one** question from Section B.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

Section A carries 60 marks.

Section B carries 60 marks.

The total mark available is 120.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer Section A and **one** option from Section B.

Section A

Compulsory question

1. (a) Identify evidence of social class inequality in two areas of life in the contemporary UK. [20]

Either,

- (b) Evaluate the usefulness of Weberian explanations of inequality. [40]

Or

- (c) Evaluate sociological explanations of gender inequality. [40]

Section B

Answer **one** of the following options.

Option 1 Crime and Deviance

Compulsory question

2. (a) Official crime statistics are not regarded as an accurate measure of actual crime. Explain why many sociologists hold this view. [20]

Either,

- (b) Evaluate the usefulness of left realist theories of crime and deviance. [40]

Or

- (c) Assess the view that some ethnic groups are treated less favourably than others by the criminal justice system. [40]

Option 2 Health and Disability

Compulsory question

3. (a) The medical profession is regarded by some as causing more harm than good. Explain why many sociologists hold this view. [20]

Either,

- (b) Evaluate the usefulness of the biomedical model of health and illness. [40]

Or

- (c) Assess the view that material factors influence health and illness. [40]

Option 3 Power and Politics

Compulsory question

4. (a) Pressure groups are an essential part of the democratic process. Explain why many sociologists hold this view. [20]

Either,

- (b) Evaluate the usefulness of Marxist explanations of power. [40]

Or

- (c) Assess the view that social class no longer influences voting behaviour. [40]

Option 4 World Sociology

Compulsory question

5. (a) Western intervention in the developing world is ethnocentric. Explain why many sociologists hold this view. [20]

Either,

- (b) Evaluate the usefulness of Marxist explanations of global inequalities. [40]

Or

- (c) Assess the view that modernisation is the solution to the problems faced by the developing world. [40]

MARK SCHEME

Notes for examiners

The mark scheme for each question is in two parts.

Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of candidate responses. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and, where appropriate, AO3. Where a response is not credit worthy or not attempted it is indicated on the grid as NRSP (no relevant sociological point).

COMPONENT 1**MARK SCHEME****Section A****Compulsory question**

1. (a) With reference to the item and sociological knowledge, explain the meaning of the **term** agencies of socialisation.

[5]

AO1 band 3 answers will contain accurate knowledge which will include a definition of the term.

AO2 band 3 answers should demonstrate sound understanding through examples including references to the item.

Indicative content

Definition of the term agencies of socialisation - the people or groups that play a part in the process of socialisation.

- Primary and secondary socialisation - examples of primary socialisation in terms of the family and secondary socialisation in terms of education, peers, work media, religion.
- Examples of the influence of agencies of socialisation, such as the increasing influence of the media.

The item should be used to illustrate understanding.

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

- (b) Using the item and sociological knowledge, explain how culture is transmitted. (15)

The focus of the answer should be on how culture is transmitted through the process of socialisation.

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

Indicative content

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

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

Section B

2. (a) Explain the growth in singlehood in the contemporary UK. [15]

Expect a range of reasons supported by evidence with explanations of their influence on the growth of singlehood.

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

Indicative content

- Legislation such as the 1975 Equal Pay Act, 1975 Sex Discrimination Act, 2006 Equality Act, abortion laws, divorce laws, the contraceptive pill.
- Feminisation of the workforce: the growth in service sector jobs and career opportunities for women. Reference may be made to equal opportunities reports that demonstrate this change.
- Female independence and opportunities linked to work and career – Scare.
- Changing values, for example the aspirations of females and males have changed and singlehood is seen as acceptable. Having children is delayed and becoming more of a norm.
- Creative singlehood - Hall et al, Wilkinson (genderquake).
- The groups who are most likely to be single are linked to demographic changes that could result in increased singlehood. This could be as a result of divorce, separation choices or bereavement (older women). ONS statistics or Census data could be used to support claims.

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

2. (b) Evaluate sociological theories of the role of the family in contemporary society. [35]

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

Indicative content

- The emphasis should be on the assessment of sociological perspectives/theories, such as:
 - functionalist for example Murdock, Parsons
 - Marxist such as Engels, Zaretsky
 - feminist such as Benston, Ansley, Delphy and Leonard
 - postmodernist such as Stacey, Morgan
 - New Right such as Murray.
- There should be an evaluation of the sociological perspectives/theories supported with appropriate studies such as:
 - the idealising of the role of the family by functionalists and their failure to explore functional alternatives to the family
 - the exaggerated importance of the family as a refuge from life in a capitalist society, Somerville
 - feminists often ignore the positive elements of family life
 - the New Right's one sided and idealised view of the significance of the traditional nuclear family.
- References to different family types and their role in contemporary society.
- 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.
- Arguments should be supported with relevant evidence and examples, such as Ross et al (grandparents), Phillips, McGlone, Beck and Beck, Gernsheim.
- The impact of current government policy in relation to the family should be referenced.
- Legal issues in contemporary society relating to the family such as the Children's Act may be referenced.

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

- (c) Evaluate the view that the nuclear family is no longer the most common family form in the contemporary UK. [35]

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

Indicative content

Reference to data from ONS and the Census may be used to examine the variation of family types in the contemporary UK and what this might show in relation to the predominance of any particular family type.

- The predominance of the nuclear family and other family forms should be considered in the context of social change.
- The notion of the traditional nuclear family and the non-traditional nuclear family could be examined to enable consideration of the changing nature of what is meant by nuclear family in the contemporary UK. This approach would enhance opportunities for high band AO2 and AO3 marks.
- 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.
- These may be considered in relation to theories such as feminism, functionalist, New Right.
- Expect to see consideration of the growth of "bean pole" families.
- Arguments may be supported with relevant evidence and examples, such as Weekes et al. Calhoun (families of choice), Stacey, Ross et al. Chandler, McGlone, Leach, Chandler et al. Mc Glone, Wilkinson.

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

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

There should be several points supported by evidence. There should be an explanation of how each point demonstrates the influence of gender on membership of youth cultures. For band 4, AO1 points, should be supported by evidence. For band 4 AO2, the link between the points, evidence and question must be made and clearly explained.

Indicative content

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

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

- (b) Evaluate sociological theories which explain the role of youth cultures in contemporary society. [35]

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

Indicative content

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

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

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

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

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

Indicative content

Expect to see a discussion of various behaviours of youth in youth cultures that may be perceived as deviant such as:

- drug-taking, drugs associated with each youth culture: Sanders/McRobbie and Thornton
- values, anti-establishment values of punks and hippies, resistance to capitalism
- anti-school sub cultures - Downes/Mac an Ghaill/Hargreaves
- style and confrontational dressing, punks, Hebdige, 'hoodies'
- delinquent behaviour, S Cohen and mods/skinheads.
- The deviant nature of these behaviours will be evaluated with reference to examples and evidence such as the work of the CCCS and examples of spectacular youth cultures, (S.Cohen.)
- Expect to see examples of the role of the media in portraying youth cultures as deviant which include:
 - labelling and stereotyping, (Becker/Young)
 - folk devils and moral panics, (S. Cohen/Osgerby)
 - deviancy amplification, (Young.)
 - examples linked to current debate for example chavs/hoodies
- Comparison may be made with ordinary and conformist youth.

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

Section C

4. (a) Using sociological evidence and examples, explain the influence that cultural deprivation may have on attainment in education. [15]

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

Indicative content

Expect an explanation of cultural deprivation in terms of the under achievement of various groups in the education system as a result of a deficiency in cultural factors such as values, language patterns, attitudes and aspirations of parents which are essential for educational success.

Sub cultural and underclass theory, blaming the working class and some ethnic minority groups and their alleged 'substandard' cultural background for their underachievement.

- values and culture.
- Hyman/Sugarman/Phillips and Palmer/Swann Report.
- Parental encouragement.
- Feinstein and the influence of poverty and lack of stimulus on child development.
- Language codes, and Bernstein's theory.
- There should be reference to policies and compensatory schemes.

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

- (b) Evaluate Marxist explanations of the role of education in society. [35]

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

Indicative content

- Expect to see a discussion of traditional and neo-Marxist explanations of the role of education such as:
 - class reproduction and cultural capital, Bourdieu
 - correspondence theory and role of hidden curriculum in reproducing labour power (Bowles and Gintis)
 - the school as an ideological state apparatus and a transmitter of myths of equality of opportunity (Althusser/Bowles and Gintis)
 - counter school cultures and their role in class reproduction, Willis.
- Appropriate evidence should be used to support the Marxist view of the role of education such as the research of Sullivan/Reay/Bowles and Gintis/ Willis.
- Explicit critical evaluation of Marxist explanations of the role of education such as:
 - the presence of critical subjects on the curriculum such as sociology
 - counter school sub-cultures which suggest that not all students are socialised into acceptance of rules.
- Discussion of alternative views to evaluate the Marxist view for example:
 - functionalist views of education
 - feminist views, regarding patriarchal and reproduction of male domination, (Stanworth/Spender)
 - Interactionist views and labelling in education.

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

- (c) Assess sociological explanations of the relationship between ethnicity and attainment in education. [35]

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

Indicative content

Expect to see clear identification of patterns of attainment for different ethnic group such as DfE statistics, Ofsted report.

- There may be a reference to variations in attainment in different genders, social classes and post 16, official statistics.
 - Cultural factors such as language, values, family background
 - Cultures of masculinity, Driver and Ballard/Chua/ Sewell/Tizard
 - Material and social class factors, Swann/Bhatti
 - Labelling, negative perceptions and low expectations of some ethnic minority groups, Swann/Wright/Gilborn/Connolly/Sewell
 - Impact of labelling such as low self-image, higher exclusion rates and over representation in lower bands: Commission for Racial Equality study - Wright
 - under attainment of white minorities, for example, Travellers
 - Formation of anti-school sub-cultures, Sewell/Connolly/Mac an Ghail
 - Racism in schools, Sewell/Wright/Gillborn and Youdel/Modood
 - Ethnocentric curriculum - Coard.
- These theories may be compared and assessed with reference to evidence and examples, such as evidence of resistance to labelling, Fuller/Mirza/Mac an Ghail/Stone.
 - Some resistance to blanket explanations should be included.
 - Ofsted reports on Bangladeshi parents, research evidence that African-Caribbean pupils are more committed to education than similar white pupils, Smith and Tomlinson, Foster.
 - Success groups
 - Class and Hindu children
 - 'Tiger mother' - Amy Chua

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

5. (a) Using sociological evidence and examples, explain the influence that media professionals can have on the content of the news. [15]

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

Indicative content

The impact of the roles of media professionals on the content of the news such as:

- News values, (McQuail, Williams, Spencer-Thomas, Bignall, Galtung and Ruge, Dutton)
- The rise of “infotainment” (Franklin, Peppiatt)
- Gatekeeping
- Practical issues of time, space and economic issues such as other items of news or cost cutting: Freedman, Lee-Wright and the influence of satellite TV channels.
- “Churnalism” Davies,
- The rise of spin doctors such as Alistair Campbell and their influence on news, (Blumler and Gurevitch.)
- Journalistic ethics, (Keeble and Mair, the Leveson Inquiry.)
- Marxist ideas and the influence of owners of the media (Glasgow University Media Group.)
- The decline of investigative journalism (Williams.)

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

- (b) Evaluate Marxist explanations of the ownership and control of the media. [35]

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

Indicative content

The emphasis should be on traditional and neo-Marxist views of the ownership and control of the media such as:

- agenda setting, ideology, cultural hegemony, the power of the media, ownership with relevant examples
- Marxist ideas about ideology (Miliband, Tunstall and Palmer, Curran, Trowler)
- Cultural hegemony and the work of the Glasgow University Media Group for example, agenda setting.
- Expect to see a discussion of alternatives such as:
 - pluralism, (Whale,)
- public service broadcasting
 - postmodernist ideas such as Levene.
- Issues linked to ownership and control relevant to the debate for example:
 - an outline of trends in the ownership of the media concentration and the work of Ben Bagdikian with examples to illustrate newspaper ownership such as “press barons” and corporate business
 - horizontal integration or cross media ownership vertical integration to maximise profits convergence such as mobile phone providers working with broadband suppliers
 - diversification with relevant examples including, synergy and branding.

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

- (c) Assess sociological explanations of the effects of the media on audiences.

[35]

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

Indicative content

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

- hypodermic syringe model.
- cultural effects model, (Curran, GUMG and Greg Philo.)
- uses and gratification model, (Blumler and McQuail, Lull, Watson)
- reception analysis model, (Morley)
- two-step flow model, (Katz and Lazarsfeld.)
- These issues and perspectives should be discussed in the context of the debate with appropriate evidence being used to support the explanations such as:
 - Bandura,
 - Columbine High School massacre,
 - the James Bulger murder,
 - Michael Ryan,
 - copycat violence,
 - McCabe and Martin,
 - NewsOK (Oklahoma bombings).
- Expect to see an assessment of the models examined with reference to critics for example:
 - Fesbach and Sanger
 - Gauntlett
 - Morrison
 - Buckingham
 - Wood
 - Cumberbatch,
 - the notion of scapegoating
 - Jenson, Strinati.

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

Section C

6. (a) Using sociological evidence and examples, explain reasons for the growth of secularisation in the UK. [15]

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

Indicative content

Clear understanding of secularisation as the process through which religion becomes less significant over time.

- Traditional views on the process of and reasons for secularisation linked to social change in the UK.
- Comte and the increasing influence of science rather than religion. Durkheim and education becoming more important as a result of industrialisation than religion.
- Wilson and the link between modernity and secularisation - rationalisation, disengagement, religious pluralism.
- Evidence of declining church attendance and membership, (Brierley.) Accurate data should be used such as the Church census 1979-2005.
- Evidence of declining participation in religious ceremonies such as baptism and marriage; factors such as high divorce rate and cohabitation suggest the decreasing influence of religious belief, Brierley, Bruce.
- Age bias, the age profile of church members is considerably older than non-church members (Brierley.)
- Decreasing status of clergy, (Bruce.)
- Rise of spirituality and NAM - (Kendal project)

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

- (b) Evaluate Marxist explanations of the role of religion in society. [35]

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

Indicative content

- The focus of the answer should be on traditional and neo-Marxist explanations of the role of religion in society. Concepts such as social control, opiate of the people', ideological state apparatus, legitimisation of social inequality should be used accurately.
- Appropriate evidence should be used to support Marxist views of the role of religion such as:
 - Leach, who highlights the continuing wealth of the Church of England and its lack of progress in terms of tackling inequality
 - Hooks, who refers to the conservative views of the Catholic Church.
- Expect explicit evaluation of Marxist explanations of the role of religion in society, for example:
 - factors such as the failure to address the process of secularisation, examples of religious movements who may have contributed to social change for example Christian movements which were powerful opponents of apartheid in South Africa.
 - how the church sometimes challenges the ruling class Otto Romero, Maduro, neo-Marxism the relative autonomy of religion.
- Discussion of alternative for example:
 - Durkheim, Parsons and Malinowski.
 - feminist views of Marxism.
 - functionalist views of Marxism.

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

- (c) Assess sociological explanations of the relationship between religion and gender. [35]

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

Indicative content

- There should be clear assessment of the sociological explanations of the relationship between religion and gender in terms of theories such as:
 - feminism, religion as an oppressive and patriarchal institution – Simone de Beauvoir, Nawal El Saadawi
 - functionalism, religion and gender roles.
- These theories may be explained, compared and assessed with reference to evidence and examples of the changing relationship between gender and religion such as:
 - women Rabbis since 1972,
 - Church of England women bishops debate.
 - Watson and the veiling of Islamic women,
 - Holm and 'post-patriarchal' Buddhism.
- Other aspects of the relationship between religion and gender should also be addressed and discussed in terms of their relevance to contemporary society for example:
 - sexuality and religion (Bird)
 - examples of the role of women in religious organisations (Millar and Hoffman Greely,)
 - women and religiosity
 - New Religious Movements
 - gender explanations of the higher participation of women than men
 - women and fundamentalism - Cohen and Kennedy.

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

MARK SCHEME

Notes for examiners

The mark scheme for each question is in two parts.

Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of candidate responses. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and, where appropriate, AO3. Where a response is not credit worthy or not attempted it is indicated on the grid as NRSP (no relevant sociological point).

COMPONENT 2

MARK SCHEME

Read the following item and answer all of the questions:

Ethnicity and health

Penelope Scott wanted to investigate diabetes and the effects of the illness on British people of Caribbean descent. Her intention was to use in-depth interviews to discover more about the everyday experiences of individuals living with the illness. She was aware that statistical data about the illness was already available but this was not the case for more qualitative research data which could provide a better understanding of how individuals manage the illness on a daily basis. She approached the British Diabetic Association for funding but they rejected her request because they believed that the qualitative approach that she planned to use was not sufficiently scientific. Nevertheless Scott was reluctant to adopt a more “scientific” positivist approach as she felt that this was inappropriate for the aims of her research.

Adapted from A2 Sociology Moore, S. Aiken, D. and Chapman, S. (2006)

Answer parts of the following question.

1. (a) Using material from the item and sociological knowledge, explain what is meant by the positivist approach to research.

[5]

AO1 band 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 examples, one of which should be drawn from the item.

Indicative content

A definition of the term positivist approach

- There should be reference to sociological terminology, for example:
 - reliability
 - replacability
 - comparability
 - representativeness
 - generalizability
- There should be reference to the item

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

- (b) Explain one reason why the researcher may have wanted to use in-depth interviews in her research. [5]

For band 3 AO1 the answer will include one reason which is linked to either key methodological concepts, the characteristics of the method or the focus of the research. For band 3 AO2 there will be a clear explanation of the reason offered and this must be contextualised for full marks.

Indicative content

- Validity – more opportunity for detailed qualitative data.
- Getting an inside view of the lives of individuals with diabetes.
- Can establish a rapport between interviewer/interviewee.
- The item should be used to contextualise the reason offered.
- Flexibility- interviewer can probe and gain depth of understanding
- Verstehen

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

- (c) With reference to the item and sociological studies explain the strengths and weaknesses of quantitative research methods in sociological research. [20]

Answers should address several strengths and several weakness for band 4 AO1 and include at least two studies. For band 4 AO2, the explanation of the strengths and weaknesses will be linked to at least one key concept at least one example should be drawn from the item.

Indicative content

- Reference to various quantitative methods for example. questionnaires, structured interviews, secondary data.
- There should be a reference to the item.
- There should be reference to appropriate sociological examples such as the Census, official crime statistics and researchers such as Finch and Mason.

Strengths:

- Reliability.
- Representativeness.
- Generalisability.
- Statistical analysis.
- Favoured by positivists.
- Practical issues – can be inexpensive and quick.

Weaknesses:

- Lack of validity.
- High non-response rate (self-complete questionnaires).
- Lack of depth.
- Interviewer effect (structured interviews).
- Time and practicality (large sample).

Band	AO1 <i>elements 2a & 2b</i>	AO2 <i>element 1b</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question applied to research methods	6 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/evidence applied to research methods. These are applied interpreted in the context of the debate/question Reference will be made to the item to show high level ability to select appropriate examples.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	4-5 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence applied to research methods, some of which are interpreted in the context of the debate/question Reference will be made to the item to show some ability to select appropriate examples.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence applied to research methods in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/ evidence applied to research methods in the context of the debate/question
	0 marks NRSP	0 marks NRSP

2. As an A level Sociology student you have been asked to design a research project to collect data on attitudes towards social networking amongst a sample of young people in your local area. [30]

- (i) Describe each stage of your research design, justifying the reasons for your choices at each stage.
- (ii) Discuss the problems that may occur and the impact of these problems on the quality of the data collected.

The research design should be ethical, achievable and appropriate to the theme of the proposed study. Candidates should make their choices, justify their research approach and design in the context of the research problem.

Expect to see the following stages addressed in the proposed design:

- Operationalisation of key terms in the brief
- Sampling:
 - population
 - sampling technique
 - access
- Research method
- Ethical issues
- Practical considerations.

Expect to see the research design justified and potential problems identified in relation to key methodological concepts and other relevant issues such as:

- Ethics
- Validity
- Reliability
- Practical considerations
- Generalisability
- Representativeness
- Operationalisation.

Band	AO1 <i>elements 2a & 2b</i>	AO2 <i>element 1b</i>	AO3 <i>strands 1-3</i>
4	7-8 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	9-10 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence applied to research methods. These are 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 as applied to research methods
3	5-6 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence as applied to research methods, some of which are 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 as applied to research methods examined
2	3-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence as applied to research methods 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 as applied to research methods examined
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question applied to research methods	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/evidence as applied to research methods 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 as applied to research methods examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

MARK SCHEME

Notes for examiners

The mark scheme for each question is in two parts.

Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of candidate responses. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and, where appropriate, AO3. Where a response is not credit worthy or not attempted it is indicated on the grid as NRSP (no relevant sociological point).

COMPONENT 3

MARK SCHEME

Section A

1. (a) Identify evidence of social class inequality in two areas of life in the contemporary UK. [20]

Indicative content

Answers should identify two areas. For both areas answers should use appropriate evidence; official statistics and sociological research. The evidence cited should clearly demonstrate the inequality in the question. The AO2 marks will reflect selection of appropriate evidence.

For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

- Education such as:
 - differential attainment, Youth Cohort Study, DfE statistics showing differences linked to social class
 - material deprivation, studies such as Callendar and Jackson linked to rates of participation, Smith and Noble, Reay
 - labelling and typing studies and the concept of the “ideal pupil” linked to social class
 - streaming, setting and processes inside schools: Ball, Keddie, Hargreaves, Mac an Ghaill, Gillborn and Youdell.
- Crime and deviance such as:
 - patterns of offending, official police statistics, British Crime Survey and prison populations linked to social class
 - evidence linked to labelling, stop and search, policing (Taylor, Walton and Young)
 - evidence and examples linked to white collar or corporate crime, Bhopal.
- Health; patterns of social class inequalities with reference to official statistics such as:
 - the ONS with reference to mortality and morbidity, Nettleton, Wanless Report, Shaw and Davey Smith, Browne and Bottrill, Coulthard, Black Report
 - social selection studies for example, Wadsworth, Illsley, Connelly and Crown
 - cultural differences studies linked to health for example, Annandale and Field, Blackburn.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	6 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	4-5 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/evidence, some of which are applied and interpreted in the context of the debate/question
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question
	0 marks NRSP	0 marks NRSP

- (b) Evaluate the usefulness of Weberian explanations of inequality.

[40]

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

Indicative content

- Expect to see evaluation of Weberian ideas such as:
 - class; the notion that there are a number of classes
 - status; the notion that class and status are closely linked and that this has an impact on inequality such as high wealth but low status lottery winners or high status less wealth, status groups cutting across class divisions
 - party involvement in groups that can have an influence such as trade unions, pressure and interest groups and how these can be used to explain dimensions of inequality such as class, gender and ethnicity.
- The concept of market situation and appropriate examples such as the changing market situation of skilled workers.
- Answers should focus on the usefulness of the theory in question as an explanation of inequality. For example, reference to the existence of the middle classes supported by evidence which could lead to an evaluative comment on usefulness.
- Alternative explanations/theories should also be considered, for example:
 - functionalism; the inevitability of inequality
 - Davies and Moore and role allocation
 - the notion of meritocracy linked to evaluation of Weberian ideas
 - Marxism; the two class model, conflict, bourgeoisie, proletariat, infrastructure, superstructure and evidence such as cultural capital and studies by Sullivan and Reay used to evaluate Weberian ideas
 - feminism; the impact of patriarchy on inequality. Reference to writers and studies used to evaluate the usefulness of Weberian ideas such as;
- Barron and Norris, Walby
 - patterns of inequality linked to gender such as work and pay.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

(c) Evaluate sociological explanations of gender inequality

[40]

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

Indicative content

- Answers should demonstrate a discussion of feminist theories such as:
 - radical patriarchy, (Coote and Campbell, Abbott and Wallace and critics such as Morgan, Rowbotham)
 - liberal, (Sex Discrimination Act, Equal Pay Acts and recent statistics from ONS on work and pay, the impact of changes to reading schemes and the changing expectations of women)
 - Marxist, for example Dual systems theory, Skeggs, Reserve army of labour, Freedman, Delamont
 - Walby, triple systems theory.
- Patterns of gender inequality linked to employment and concepts such as:
 - vertical segregation and horizontal segregation, the glass ceiling, part time work, dual labour market theory.
 - differences in pay which might be explained by patriarchy (Barron and Haleium)
 - studies from the Equal Opportunities Commission relating to various areas of gender inequality.
- Alternative explanations/theories of gender inequality should also be considered such as:
 - functionalist explanations of inequalities in work used to evaluate feminist claims about patriarchy (Olsen and Walby)
 - Marxist
- Concepts such as “genderquake” and the changing nature of the role of women.
- Male domination of institutions and society
- Female ascendancy in education
- Gender in equality in family legislation and policy

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 1 Crime and Deviance

2. (a) Official crime statistics are not regarded as an accurate measure of actual crime. Explain why many sociologists hold this view. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Reference to official crime statistics collected from police records and also official victim studies such as the British Crime Survey.
- Reference to those who favour this view such as interpretivists. Their view is that official police statistics are socially constructed.
- Reasons why official statistics may not be regarded as an accurate measure of actual crime which include:
 - the majority of crimes known to the police are reported by the public
 - expect some reasons why the public may not report crimes to the police, such as they may think the crime too trivial, thus contributing to the 'dark' side of crime
 - Police recording practices;
 - Police bias and institutional racism, (Macpherson and Pollak/Carlen/Abbot and Wallace)
 - negotiation of justice, Becker/Cicourel
 - white collar crimes that may be under reported.
 - corporate crime.
- There may be reference to victim studies such as British Crime Survey
- Self - report studies (Box).

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

- (b) Evaluate the usefulness of left realist theories of crime and deviance. [40]

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

Indicative content

- Answers should demonstrate an understanding of the views of left realists.
- Concepts used by Lea and Young such as marginalisation, relative deprivation, individualism, sub-culture, square of crime, bulimic society, victimisation, consensus policing and solutions.
- The victims of crime and taking crime seriously.
- Nightingale's study and relative deprivation as a cause of crime.
- The Islington survey
- Criticisms such as the focus on street crime and the ignoring of white collar crime
- Problems associated with victim studies
- The similarity of the theory with previous theories such as Merton's strain theory.
- Expect to see a discussion of alternative views such as:
 - the alternative focus of Marxism on white collar crime, the rejection of social inequality by right realists as a cause of crime, their concern with cultural factors and lack of social control and emphasis on a more military style of policing
 - interactionism with its focus on the process of interaction and labelling as causes of crime.
- Reference should be made to recent political, social or public debate regarding issues such as policing, punishment, youth crime.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

- (c) Assess the view that some ethnic groups are treated less favourably than others by the criminal justice system. [40]

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

Indicative content

- There should be an identification of the ethnic groups which may be treated less favourably by the criminal justice system.
- Evidence of over representation/under representation of ethnic groups in the criminal justice system for example, evidence from official statistics, victim surveys, self-report studies such as Home Office study-Young People and Crime. Stop and search statistics; (Phillips and Bowling; Smith.)
- Discrimination and/or racism in the criminal justice system for example;
 - interactionist ideas of labelling and stereotyping of ethnic minority groups (Cicourel)
 - idea of canteen culture (Holdaway.)
 - institutional racism in the police force (Macpherson.)
 - moral panics and mugging, Stuart Hall.
- Over representation of some ethnic groups which may be due to differences in rates of offending and greater involvement of young black men in certain types of crime, for example:
 - Neo-Marxists and their view that young black men may be involved in crime as a political act against capitalism
 - left realist views on crime as a result of relative deprivation
 - young black men may have more motivation to commit crime.
- There may be an understanding of the interplay of a variety of views-discrimination.
- There may be a consideration of ethnic groups as victims of crime and differential treatment by the criminal justice system (Macpherson report-Scarman report.)
- Reference should be made to recent political, social or public debate regarding issues such as policing, racism, youth crime.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3)</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 2 Health and Disability

3. (a) The medical profession is regarded by some as causing more harm than good. Explain why many sociologists hold this view. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Clinical, social and structural iatrogenesis; (Illich.)
- Healthcare Commission Report on deaths related to 'superbugs' and the link between these and clinical iatrogenesis.
- The view that capitalism is a source of oppression and the ways in which the medical profession are inextricably linked to capitalism; Renaud.
- The medical profession's view of medicine is predicated on the bio-medical model which is an individualistic approach; Navarro. The social nature of ill health such as poverty, the environment and work is ignored by the medical profession.
- The medical profession medicalises natural processes such as pregnancy and childbirth; (Ehrenreich and English.)
- Walsh; Contraception and women's fertility is largely controlled by medical profession.
- The pathology/medicalisation of activities such as gambling and alcoholism Conrad and Schneider.
- The role of the medical profession in defining the sick role; Parsons.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question
	0 marks NRSP	0 marks NRSP

Either,

- (b) Evaluate the usefulness of the biomedical model of health and illness. [40]

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

Indicative content

- Expect evaluation of the usefulness of the biomedical model of health and illness – using concepts such as scientific, biological, mind-body dualism and technology.
- Writers/theories referred to may include:
 - Jewson – the three stages of the development of modern medicine
 - Sheeran – in many cases health and illness is realistically related to biological factors
 - the biomedical model is a positivist approach to understanding health and illness.
- The usefulness of the biomedical model may be evaluated with reference to:
 - definitions of health and illness including that of the WHO
 - the social model of health including the social construction of health and illness, Taylor
 - the Marxist approach and Renaud's view that medicine is linked to capitalism. Navarro, another Marxist who argues the biomedical model is shaped by the ideology of capitalism and does not take account of social class
 - the influence of gender, age, ethnicity and social class - Nettleton, Blaxter
 - alternative/complementary approaches to health and illness such as homeopathy
 - the biomedical model is less useful to explain improvements in health, than for example changes in diet and living conditions – McKeown
 - the medical profession created a scientific language which - allowed them to advocate the biomedical model and increased the power of the biomedical model, Foucault
 - the biomedical approach to health and illness can be linked to iatrogenesis, Illich.
- Reference should be made to recent political, social or public debates such as the scientific development of drug use in cancer or lifestyle behaviours such as healthy eating will be credited.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

- (c) Assess the view that material factors influence health and illness. [40]

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

Indicative content

- Expect to see assessment of material factors that influence health and illness using concepts such as social class, poverty, working conditions, low income/unemployment and poor housing. Writers referred to may include:
 - Lynch – links between poor health and material deprivation
 - Lobstein – the relationship between cost of healthy food and locality. In poorer areas healthy food is relatively more expensive
 - the relationship between food and health and government policy may be found in the work of the Marxists Doyal and Pennell
 - Shaw – the relationship between inequalities such as income levels and health and longevity
 - Marmot – the influence of social class on health and illness.
 - reference is also likely to be made to various Government Reports, such as the Black Report, Acheson, Wilkinson and the EHRC Report, *How Fair is Britain?*
- Reference may also be made to inequalities of gender, ethnicity and age with reference to material factors supported by evidence from writers such as:
 - Graham - women sacrifice their own health needs for their husbands and children
 - Popay and Bartley – conditions in the home for women are as bad as those in factories
 - Wakefield – argues it is women in the poorer social classes who suffer the most
 - Wardle and Steptoe – who argue young people are likely to engage in riskier or unhealthy lifestyles.
- Expect to see the extent to which material factors may influence health and illness discussed in relation to cultural, artefact and social selection explanations. Reference may be made to writers such as:
 - Illsley – criticism of statistical data in the Black Report – artefact explanation
 - Salway – women from some minority ethnic backgrounds 'suffer in silence' for cultural reasons
 - Connelly and Crown – people who are unhealthy may end up in poverty – a form of social selection.
- Points may be compared and evaluated with reference to examples such as such as eating fresh fruit and vegetables, unemployment and mental health and diabetes amongst the South Asian population.
- Reference may be made to recent political, social or public debate such as the evidence contained in the EHRC Report, *How Fair is Britain*, and the relationship between postcode and health.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Power and Politics

4. (a) Pressure groups are an essential part of the democratic process. Explain why many sociologists hold this view. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Expect to see a clear explanation of pressure groups and the concept of democracy, different types of pressure group such as interest and promotional, insider outsider.
- Reference to collective power such as Mann, Gramsci and the importance of collective response and involvement in decision making.
- Pluralism, Dahl and examples such as Friends of the Earth, National Farmers Union any other relevant examples to illustrate the role of pressure groups in the democratic process.
- Reference to political parties and their ideologies, e.g. Conservative, Labour, Green Party in relation to the role of pressure groups.
- New social movements such as ecowarriors, Green Alliance.
- New and old ideologies and the influence of wider social change with particular reference to the role of pressure groups in the process of change.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/ question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/ question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

Either,

- (b) Evaluate the usefulness of Marxist explanations of power. [40]

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

Indicative content

- Expect to see evaluation of the usefulness of Marxist explanations of power with reference to concepts such as social class, the bourgeoisie and proletariat, hegemony.
Reference may be made to writers such as:
 - Althusser; ISA and RSA
 - Westergaard; hegemonic power results in workers failing to understand their position in the process of exploitation
 - Marcuse, the encouragement of one dimensional thinking and the encouragement of mass culture
 - Gramsci, ideological control has enabled the ruling class to deal with resistance without the use of force
 - Miliband, the capitalist state, direct and indirect rule
 - C. Wright Mills; elites such as economic, political and military
 - Poulantzas
 - Weberian concepts such as charisma, tradition and rational/legal power.
- The usefulness of Marxist explanations of power could be considered and evaluated with reference to:
 - neo Marxist ideas such as symbolic resistance (Stuart Hall, Gilroy)
 - critics such as: Mann, Abercrombie et al
 - power is an inescapable part of everyday life through surveillance, the notion of bio-power (Foucault)
 - feminists; and the concept of patriarchy in power relations (Westwood)
 - pluralist ideas about the distribution of power (Dahl, Grant)
- Reference may be made to recent political, social or public debates such as the impact of new social movements on power and participation in relation to Marxist explanations of power.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

- (c) Assess the view that social class no longer influences voting behaviour. [40]

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

Indicative content

- Expect to see assessment of contemporary patterns of voting behaviour such as partisan de-alignment.
- Expect to see comparison between the past and current patterns of voting and between early and later studies of voting behaviour as this is important in this debate such as:
 - early studies, Butler and Stokes, McKenzie and Silver, Butler and Rose, Goldthorpe and Lockwood which indicate that social class played a significant part in voting behaviour
 - more recent studies such as Crewe and class de-alignment, White, Bruce and Ritchie and the notion of young people as disengaged from politics because they are lacking in knowledge and understanding, they lack faith in politicians
 - Wilkinson and Mulgan - young people are politically disaffected a “switched off generation”
 - Fahmy, young people compared with older citizens are cynical rather than apathetic about politics
 - Furlong and Cartmel, other things are more important to young people.
- Consumption cleavages as a factor in voting behaviour such as more home owners voting Conservative, more council tenants voting Labour.
- The impact of factors such as region, gender, ethnicity, apathy and tactical voting and how this affects the importance of social class.
- Expect to see an assessment of partisan alignment/de-alignment.
- Reference may be made to recent political, social or public debates such as Public reaction to specific policies, the bedroom tax and changes to the benefits system.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 4 World Sociology

5. (a) Western intervention in the developing world is ethnocentric. Explain why many sociologists hold this view. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed, accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference made to at least two writers/evidence. For AO2 band 4, the points made should be explained in the context of the question.

Indicative content

- Expect to see explanations of the view that western ideas are imposed with little respect for local cultures such as Rostow's description of communism as a disease.
- Specific examples to illustrate the view such as The US support of oppressive right wing elites in South America and the Philippines, the conditions of aid given to countries in the developing world.
- Carmen's ideas that suggest that modernisation is a "Trojan horse" that takes over indigenous cultures.
- Expect to see reference to McKay who suggests that a dependence on outside help rather than self-help is a problem and Sankara who agrees.
- Expect to see a focus on ethnocentric policies creating a culture of dependence such as Galeano "they train you to be paralysed then they sell you crutches".
- References to dependency theory and concepts such as Neo-colonialism and the work of Frank.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question
	0 marks NRSP	0 marks NRSP

Either,

- (b) Evaluate the usefulness of Marxist explanations of global inequalities. [40]

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

Indicative content

- Expect to see
 - Marxist ideas for example, dependency theory and the role of aid and debt.
 - Frank and the origins of dependency; colonialism.
 - Frank's ideas about exploitation through neo-colonialism.
 - Economies of developing countries which are dependent on developed nations through over concentration on primary products, tariffs and quotas
 - inequalities resulting from inflation in Western economies.
 - Trans-national companies forging links with local landed elites. Neo-colonialism and transnational exploitation such as Shell in Nigeria, Bhopal and other TNCs
 - Elliott and Harvey and the plantation economy in Jamaica.
- The possibility of debt causing harm for example one quarter of aid given to African counties immediately paid back in debt repayment.
- The reliance on foreign investment and discussion of the consequences such as sweat shops and destruction of the natural world.
- The problem of aid (Fredrik Erixon,) despite millions of dollars in aid African countries are poorer not richer.
- Counter criticisms such as Cassen's study arguing that aid can be effective in solving global inequalities.
- Expect to see an evaluation of alternative theories and ideas such as Rostow and the role of modernisation in development, the benefits of aid such as the creation of infrastructures (Goldthorpe), criticisms of the generic claims about the damage of aid and debt such as those made by Gereffi or Evans. The notion of World systems theory as opposed to dependency used to criticise Marxist ideas about global inequalities.
- Sociological research and examples referred to should be used to support lines of discussion and to consider the usefulness of Marxist explanations of global inequalities.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

- (c) Assess the view that modernisation is the solution to the problems faced by the developing world. [40]

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

Indicative content

- Expect to see assessment of modernisation theory for example, Rostow's five stages of development which lead to benefits for all.
- The link between modernisation and functionalist ideas.
- Parsons' ideas about the need for the end of traditional values that pose barriers to modernisation.
- Expect to see reference to the work of Tonnies such as "gemeinschaft" and "gesellschaft".
- Durkheim and Huntington and evolutionary stages of modernisation to support the view that modernisation can solve the problems faced by the developing world.
- Trickle down theory, Hoselitz and the benefits of meritocratic education systems, urbanisation and the influence of the media in helping to bring about change.
- Criticisms of the view such as ethnocentrism and the American dream; Carmen who argues that imposing western ideas and culture damages indigenous cultures; Kleptocracy the ideas of Inglehart and Baker who challenge the need for cultural change to facilitate economic growth.
- Marxist ideas used to challenge the notion that modernisation can solve problems such as:
 - dependency theory and the problem associated with aid and debt, Frank's ideas about exploitation through neo-colonialism
 - transnational corporations
 - neo-colonialism and transnational exploitation.
- Sociological research and examples should be used to support lines of discussion, such as Edwards who uses China as an example of successful modernisation, examples of modernisation creating dependency such as in the Philippines.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP